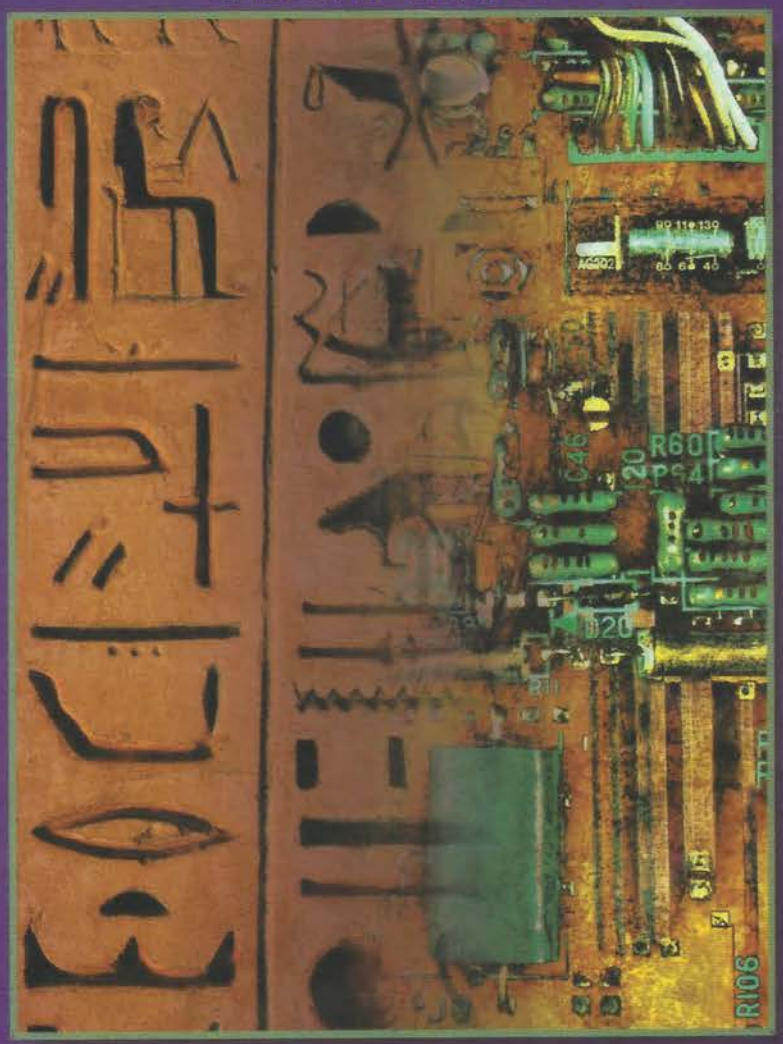
The Longman Academic Writing Series

Level 2

First Steps in Academic Writing

SECOND EDITION



Ann Hogue

PEARSON Longman

The Longman Academic Writing Series

Level 2

First Steps in Academic Writing

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First Steps in Academic Writing, Second Edition

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Preface



First Steps in Academic Writing, Second Edition, is a high-beginning writing textbook/workbook for English language learners in academic settings. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practices.

Students are guided through the writing process to produce well-organized, clearly developed paragraphs. Simple explanations are supported by clear examples to help students through typical rough spots, and numerous practices help students assimilate each skill.

The book contains six chapters. Chapter 1 introduces the concept and form of the paragraph, and Chapter 2 teaches paragraph structure. Chapters 2–6 focus on writing instructions, descriptions, and expressing opinions; they teach students several standard patterns of organization as well. Each chapter also provides instruction in punctuation and in sentence structure, starting with simple sentences and progressing through compound and complex sentences. Each chapter also guides students step-by-step through the writing process as they work on their writing assignments.

What's New in the Second Edition

Instructors familiar with the First Edition will find a few changes, made in response to the comments of reviewers and teachers who have used the First Edition over the years.

- Paragraph structure is presented earlier, in Chapter 2.
- Work on topic sentences has been greatly expanded to include many more examples and practices.
- A section on the ordering of adjectives has been added to assist students in writing vivid descriptions.
- Some models and practice items have been updated or replaced. Old favorites have been retained.
- Mid-chapter writing assignments are now Try It Out! practices, allowing students to try out new skills without the pressure of being graded on their efforts.
- Journal writing has been added as an option.
- There are separate worksheets for self-editing (Writer's Self-Check) and peer editing (Reader's Response).
- Business letter writing has become an optional, change-of-pace lesson in Appendix F at the back of the book.

Organization of the Chapters

Each chapter has the following three sections: Organization, Sentence Structure, and Writing. Most chapters have a fourth section containing lessons on grammar, punctuation, and/or rules for capitalization.

Chapter Preview

Each chapter begins with a list of the learning goals for the chapter and a prewriting activity that prepares the student to write a paragraph a few pages later.

Organization Sections

In the Organization sections in Chapters 1 and 2, students learn paragraph format and paragraph structure. In Chapters 2–4, they learn to organize their paragraphs using listing order, time order, and spatial order (description). In Chapter 5, they learn to develop their paragraphs using reasons and examples, and in Chapter 6, they focus on expressing an opinion with adequate support.

An overview of the writing process appears in Chapter 1, using a recurring model on a topic similar to the Writing Assignment for that chapter. Students learn various prewriting techniques, starting with freewriting in Chapter 1 and proceeding to listing, clustering, and outlining in subsequent chapters.

Sentence Structure Sections

A good portion of each chapter provides students with opportunities to improve the structure of their sentences. Simple sentences are the focus in Chapter 1, compound sentences in Chapter 2, and complex sentences in Chapters 3, 5, and 6. Chapter 4 teaches students to vary their sentence structure by moving prepositional phrases.

Writing Sections

Each Writing section reviews the points covered in the chapter prior to the Writing Assignment. The Writing Assignment for each chapter contains clear step-by-step instructions. Students are never left wondering how to begin or what to do next. Because students will have encountered the topic for the Writing Assignment earlier in the chapter, they will have thought about or discussed the topic before they tackle writing about it.

Models

Students see several writing models in each chapter. Each Organization section contains a model paragraph that demonstrates the rhetorical forms taught in that chapter. Some Sentence Structure sections also begin with a model that demonstrates both the rhetorical mode just taught and the sentence structures just ahead. In addition, many practice exercises serve double duty—as models and as exercises.

Questions on the Models

Following each model are Questions on the Model that focus the students' attention on specific elements in the paragraph. These questions either help students consolidate material taught in previous chapters or prepare them for the

learning task ahead. For example, questions may ask students to locate the topic sentence, identify the steps in a how-to paragraph, find prepositional phrases, or notice facts that support reasons in an opinion paragraph.

In-Class Writing

Group prewriting and in-class writing of the first drafts are especially helpful for beginning students because the instructor is available for immediate consultation. Also, the instructor can check to make sure everyone is on the right track. Pair and group collaboration is appropriate for prewriting and editing work; however, writing is essentially an individual task even when done in class.

Explanations and Examples

Beginning students grasp points more easily by seeing several examples rather than by reading long explanations. Therefore, explanations are brief, and examples are numerous. Important information, such as commas rules, charts of transition signals, and sentence "formulas," is boxed.

Practice Exercises

Each teaching point is accompanied by a variety of practice exercises, which progress from recognition exercises to controlled production to communicative Try It Out! practices.

Appendices

There are seven appendices at the back of the book for students' easy reference. Teachers might point them out to students early in the term.

Appendix A	Journal Writing
Appendix B	Correction Symbols
Appendix C	Grammar Words and Kinds of Sentences
Appendix D	Conjunctions
Appendix E	Transition Signals
Appendix F	Business Letters
Appendix G	Reader's Response and Writer's Self-Check Worksheets

Journal Writing

Chapter 1 introduces students to journal writing and shows them how to do it. Appendix A contains topic suggestions. Teachers are urged to introduce journal writing early in the term, for journal writing is particularly valuable for students at the beginning level to develop writing fluency.

Editing Worksheets

Appendix G contains peer-editing (Reader's Response) and self-editing (Writer's Self-Check) worksheets for each mid-chapter Try It Out! and each end-of-chapter Writing Assignment. Instructors can use one or the other, or both, as they prefer. Peer editors can write their comments on the worksheet. Alternatively, each student can read his or her draft aloud in a small group of classmates and then elicit oral comments and suggestions by asking the checklist questions. The student who has read then records the group's suggestions on his or her own paper. Instructors can also respond to student writing by using the peer-editing checklist.

Answer Key

An Answer Key is available upon request from the publisher.

Acknowledgments

I sincerely appreciate the contributions of the many people who have helped shape this second edition of *First Steps in Academic Writing*. First and foremost, I thank Executive Editor Laura Le Dréan for her unflagging patience, support, and guidance. I also thank her assistant Wendy Campbell for photo research, and Caroline Gibbs of City College of San Francisco for permission to use her excellent material on Journal Writing.

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CHAPTER 1

Introducing People



Chapter Preview
Prewriting Activity: Asking Questions and Taking Notes

Part 1: Organization
What Is a Paragraph?
Paragraph Form

Part 2: Grammar and Capitalization
What Is a Sentence?
Subjects, Verbs, and Objects
Capitalization: Six Rules
Journal Writing

Part 3: Sentence Structure
Simple Sentences
Connecting Words: *and*, *or*
Sentence Combining

Part 4: Writing
The Writing Process

What Is Academic Writing?

The kind of writing you will do in this class is called **academic writing** because it is the kind of writing you do in college classes. Every kind of writing has a particular purpose and a particular audience. The purpose of academic writing is to explain something or to give information about something. Its audience is your teacher and your classmates.

Academic writing requires certain skills. These skills include **sentence structure** (how to arrange words in a sentence), **organization** (how to arrange ideas in a paragraph), and, of course, **grammar** and **punctuation**. Each chapter of this book has sections with a lesson and practices for each skill. At the end of each chapter, you will write a paragraph using the skills you have just learned.

Chapter Preview

In Chapter 1, you will write paragraphs about people. Your first paragraph will be about a classmate. You will also study and practice:

- paragraph form
- subjects, verbs, and objects
- simple sentences
- six rules for capitalization
- four steps in the writing process
- journal writing

Your last paragraph at the end of the chapter will be about a person who has made a difference in your life, in your community, or in the world.

Prewriting Activity: Asking Questions and Taking Notes

Whenever you write, you need ideas to write about. Taking notes is one way to get ideas. In this activity, you will ask a classmate some questions and take notes about his or her answers. When you take notes, you do not have to write complete sentences. Just write down the important information.

1. Look at the topics in the following chart. With your class, make up questions about the topics to ask a classmate. Your teacher will write the questions on the chalkboard.

   Note: There are some personal questions that are not OK to ask. Discuss with the class which questions are OK to ask and which ones you should not ask.

Sample Questions	Sample Notes of Classmate Responses
What is your first name?	Santy
What is your family name?	Valverde
Where are you from?	Michoacan, Mexico
How long have you lived in this country?	2 years

2. Choose a partner and ask him or her the questions. Take notes by writing the answers in the chart. Keep the chart. You will use it later to write a paragraph about your classmate.

3. Introduce your classmate by telling his or her answers to the class or to a small group.

OK to Ask	Not OK to Ask	Topics	Classmate's Answers (Notes)
☑	☐	First name and family name	_____
☐	☒	Age	_____
☐	☐	City and country	_____
☐	☐	Family status	_____
☐	☐	Religion	_____
☐	☐	Address in this country	_____
☐	☐	Length of time in this country	_____
☐	☐	Length of time studying English	_____
☐	☐	Reasons for studying English	_____
☐	☐	Job or occupation	_____
☐	☐	Salary	_____
☐	☐	Hobbies or sports	_____
☐	☐	Weekend activities	_____
☐	☐	Plans for the future	_____

(*You and your classmates may add other questions.*)

_____ _____

_____ _____

PART 1 | Organization

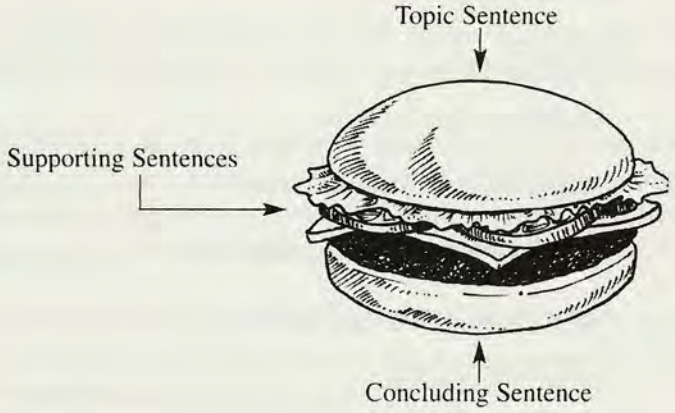
What Is a Paragraph?

A **paragraph** is a group of related sentences about a single topic. The topic of a paragraph is one, and only one, idea.

A paragraph has three main parts.

1. **Topic sentence**
   The first sentence in a paragraph is a sentence that names the topic and tells what the paragraph will explain about the topic. This sentence is called the **topic sentence**.
2. **Supporting sentences**
   The middle sentences in a paragraph are called the **supporting sentences**. Supporting sentences give examples or other details about the topic.
3. **Concluding sentence**
   The last sentence in a paragraph is called the **concluding sentence**. A concluding sentence often repeats the topic sentence in different words or summarizes the main points.

A paragraph is like a cheeseburger sandwich: two pieces of bread (the topic and concluding sentences) enclosing the filling (the supporting sentences).



Each paragraph that you write for this class should also have a **title**. A title tells the topic of the paragraph in a few words. A title is short. It is not a complete sentence. It may be just one word. Here are some examples of titles.

My Classmate

Friendship

A Famous Soccer Player

As you read the following model, look for the three parts of a paragraph.

MODEL

What Is a Paragraph?

Paragraph 1

Mrs. Robinson

[1]My first grade teacher was an important person in my life. [2]Her name was Mrs. Robinson. [3]In the schools in my country, children usually learn to print before they learn to write. [4]Mrs. Robinson didn't believe in printing. [5]She thought it was a waste of time. [6]She taught us to write in cursive script (like handwriting) from the first day. [7]At first it was hard. [8]She made us practice a lot. [9]I remember filling entire pages just with capital *O*s. [10]At the end of the year, we felt very grown up because we could write in cursive. [11]Mrs. Robinson was important in my life because she taught me a valuable lesson. [12]I can achieve anything by working hard.

Paragraph 2

My Best Friend

[1]My best friend, Freddie, has three important qualities. [2]First of all, Freddie is always ready to have fun. [3]Sometimes we play Frisbee in the park. [4]Sometimes we just sit around in my room, listening to music and talking. [5]Well, I talk. [6]Freddie just listens. [7]Second, he is completely trustworthy. [8]I can tell Freddie my deepest secrets, and he doesn't share them with anyone else. [9]Third, Freddie understands my moods. [10]When I am angry, he tries to make me feel better. [11]When I am sad, he tries to comfort me. [12]When I am happy, he is happy too. [13]To sum up, my best friend is fun to be with, trustworthy, and understanding—even if he is just a dog.

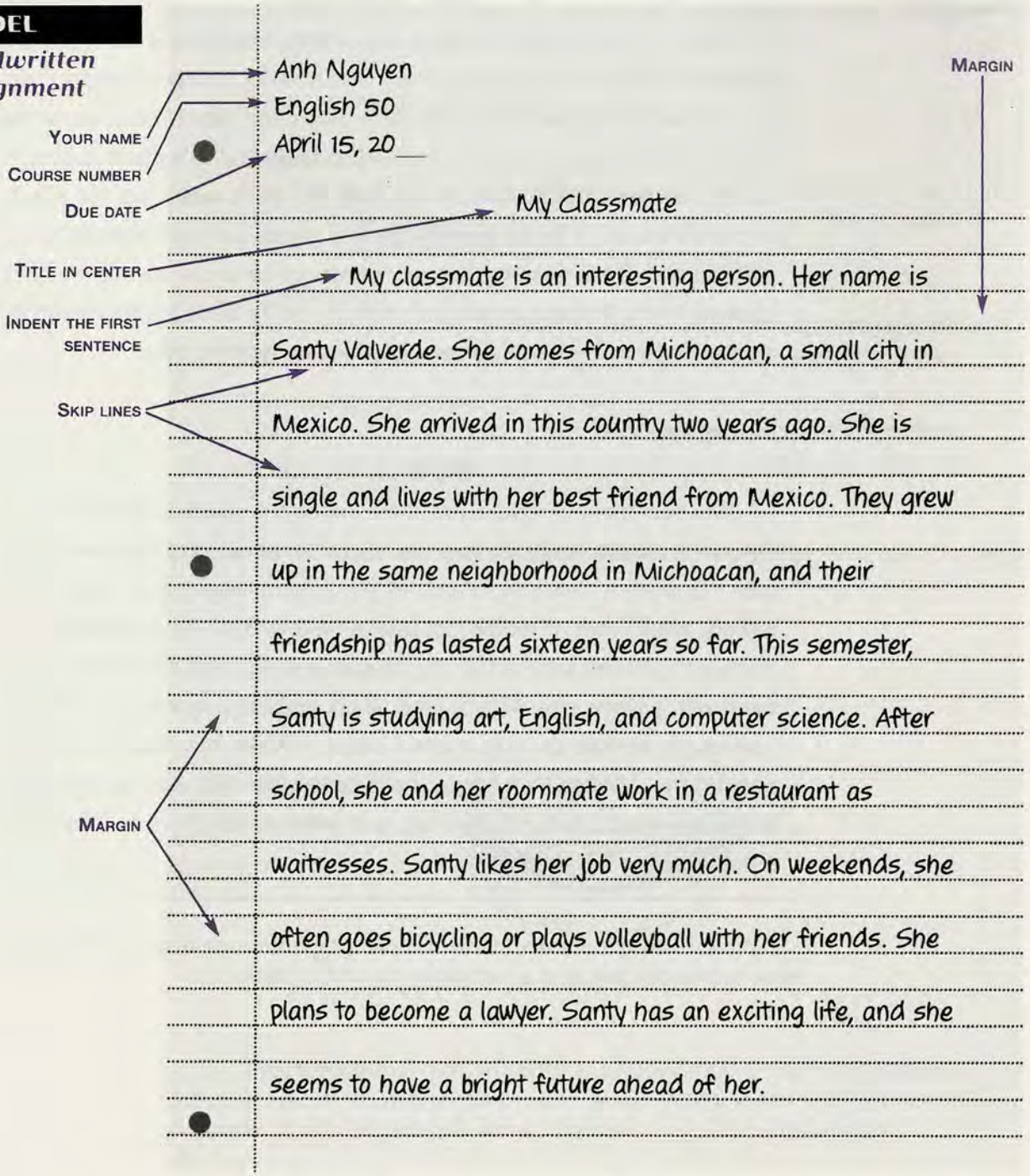
You will study the three parts of a paragraph in more detail in Chapter 2. For now, just remember that a paragraph has three parts.

Paragraph Form

In academic writing, there is a special form for paragraphs. When you write a paragraph, make it look like the one below.

MODEL

Handwritten Assignment



Here are the rules for correct paragraph form for handwritten paragraphs:

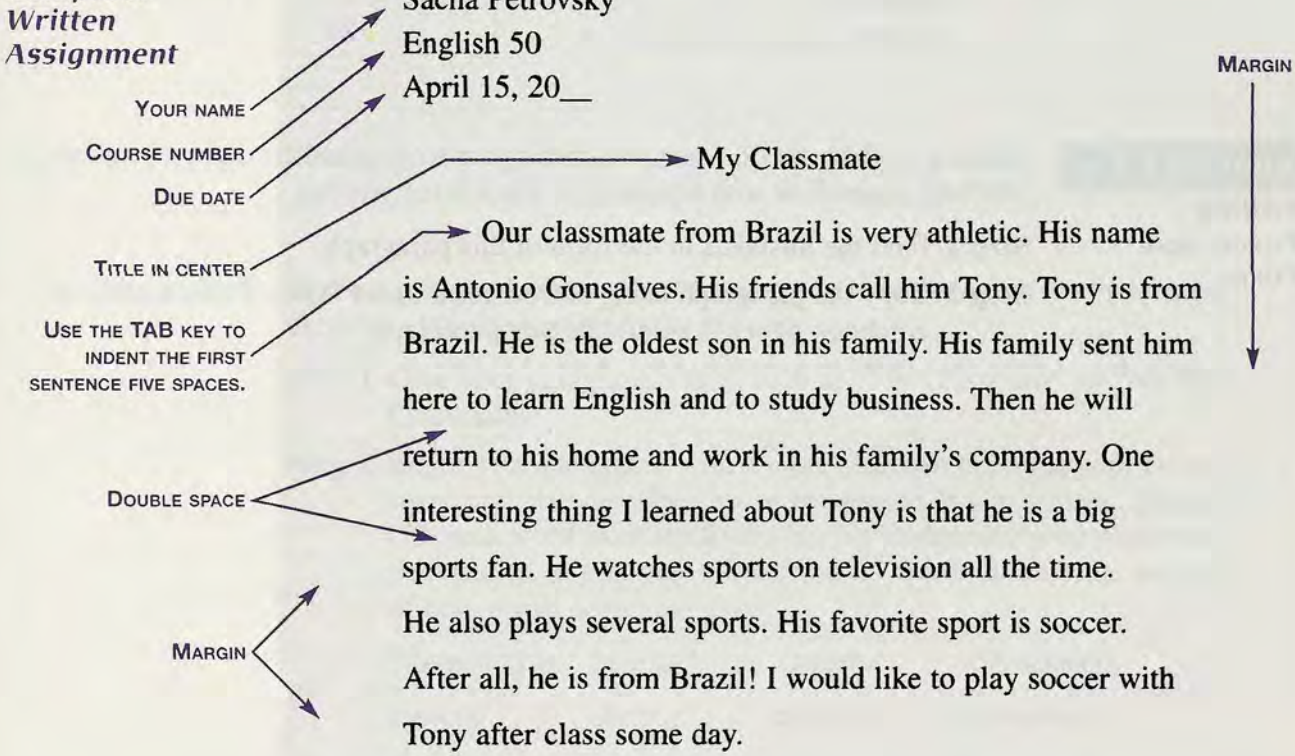
1. **Paper**
   Use 8½-inch-by-11-inch lined, 3-hole paper. The three holes should be on your left side as you write. Write on one side of the paper only.

2. **Ink**
   Use black or dark blue ink only.
3. **Heading**
   Write your full name in the upper left corner. On the next line, write the course name and number. On the third line, write the date the assignment is due in the order month-day-year, with a comma after the day.
4. **Assignment Title**
   Center the title of your paragraph on the first line.
5. **Body**
   Skip one line, and start your writing on the third line. Indent (move to the right) the first sentence ½ inch from the left margin.
6. **Margins**
   Leave a 1-inch margin on the left and right sides of the paper. Also leave a 1-inch margin at the bottom of the page. Your teacher uses these empty spaces to write comments to you.
7. **Spacing**
   Leave a blank line between each line of writing. Your teacher uses the space between lines to mark corrections.

If you use a computer, make your paper look like this:

MODEL

Computer-Written Assignment



Here are the rules for correct paragraph form for a paragraph typed on a computer.

1. **Paper**
   Use 8½-inch-by-11-inch white paper.
2. **Font**
   Use a standard font style, such as Times New Roman. Do not use underlining, italics, or bold type to emphasize words. It is not correct to do so in academic writing.
3. **Heading**
   Type your full name in the upper left corner. On the next line, type the course number. On the third line of the heading, type the date the assignment is due in the order month-day-year, with a comma after the day.
4. **Assignment Title**
   Skip one line, and then center your title. Use the centering icon on your word processing program.
5. **Body**
   Skip one line, and start typing on the third line. Indent (move to the right) the first line of each paragraph by using the TAB key. (The TAB key automatically indents five spaces.)
6. **Margins**
   Leave a 1-inch margin on the left and right margins.
7. **Spacing**
   Double-space the body.

PRACTICE 1

Editing Paragraph Form

Editing is what you do when you check your writing and correct and improve it. Work by yourself or with a partner on this editing practice.

Step 1 Find the mistakes in the form of this paragraph.

Step 2 Copy the paragraph using correct form on an 8½-by-11-inch piece of notebook paper. It should be *one* paragraph.

Writing class Amy Wong
Monday

My Classmate

My classmate is a very nice person. Her name is Phuong Pham. She is from Vietnam. In Vietnam she was a pharmacist.

She is married.

She lives with her husband, her children, and her parents-in-law in a house. Phuong is taking an art class, two English classes, computer science, and math.

She likes to listen to music and to read books.

She doesn't have a job right now but plans to get one when she finishes school.

Try It Out! Write a paragraph about the classmate you interviewed in the Prewriting Activity at the beginning of the chapter.

Step 1 Give your paragraph a title, such as "My Classmate" or "My New Classmate."

Step 2 Begin your paragraph with a topic sentence that tells your classmate's name and also describes his or her personality in general. You may choose a word from the following list to describe your classmate's personality, or you may use a different word. Discuss the meaning of new words with your class.

interesting	talented	cheerful	soft-spoken
friendly	serious	quiet	fun-loving
likeable	energetic	outgoing	hard-working

Here are some examples of topic sentences.

My new classmate is an interesting young woman.

My classmate is an energetic young man.

My new classmate is a friendly person.

Writer's Tip

Do NOT tell a specific fact about your classmate in your first sentence. For example, do not begin your paragraph with a sentence such as *My classmate is from China* or *My classmate is married.*

Step 3 Write several sentences telling about your classmate. Use your notes from the chart on page 3 to make sentences.

Step 4 End your paragraph with a concluding sentence that tells how you feel about your classmate.

I am happy to have Alex as my classmate.

I think Amy and I will become good friends.

I would like to play soccer with Tony after class some day.

Step 5 Check your paragraph.

- First, read your paragraph to the classmate whom you wrote about. Then ask him or her to complete Reader's Response 1A on page 190. Then decide together if you should make changes in your paragraph.
- Second, check your paragraph against Writer's Self-Check 1A on page 191.

Step 6 Write a neat final copy of your paragraph to hand in to your teacher. Your teacher may also ask you to hand in your prewriting and your other drafts.

PART 2 | Grammar and Capitalization

What Is a Sentence?

In the Organization section of this chapter, you learned that a paragraph is a group of sentences about one topic. How do you know what a sentence is? Here is a definition.

> A **sentence** is a group of words that contains a subject and a verb and expresses a complete thought. A sentence begins with a capital letter and ends with a period.[1]

[1]A sentence may also end with a question mark or exclamation point, but in academic writing, most sentences end with a period.

These are sentences:

1. He is a student.
2. It is hot today.
3. He looks tired.
4. Are you hungry?
5. Who's there?
6. Hurry!
7. The man bought a new car.
8. Does your sister live with you?
9. Where did you buy that hat?
10. Don't be late.

These are not sentences:

11. Is very athletic. (*There is no subject.*)

    In some languages, you can leave out a pronoun subject (*he, she, it, we, you,* and *they*) when the meaning is clear without it. English requires a subject in every sentence. (*Exception*: See Command Sentences on page 12.)

    CORRECTED: **He** is very athletic.

12. The baby sleepy. (*There is no verb.*)

    In some languages, you can leave out a verb like *is* or *are* when the meaning is clear without it. English requires a verb in every sentence.

    CORRECTED: The baby **is** sleepy.

13. The man bought. (*This is not a complete thought. What did the man buy?*)

    Many verbs in English require an object. (An object is a noun or pronoun that follows a verb.) Some of these verbs are *buy, give, have, like, love, need, own, place, put, spend,* and *want.*

    OBJECT

    CORRECTED: The man bought **a cup of coffee**.

14. When I finish my education. (*This is not a complete thought. What will happen when I finish my education?*)

    A group of words that begins with *when, if,* or *because* (and others) is only half of a sentence. You must join it to another subject and verb to make a complete thought.

    CORRECTED: When I finish my education, I will work for my uncle.

You will learn more about these half-sentences in Chapter 3.

Command Sentences

If a sentence gives a command or instruction, we understand that the subject is *you*, but we don't say or write *you*. The verb in a command sentence is always in the simple (dictionary) form—*stop, go, wait, be, eat*. To make a command negative, put *don't* in front of the verb.

Commands	Negative Commands
(~~You~~) Be quiet.	(~~You~~) Don't eat so much!
(~~You~~) Wait for me!	(~~You~~) Don't forget to call home.
(~~You~~) Speak slowly.	(~~You~~) Don't worry.

PRACTICE 2
Recognizing Sentences

A. Which two sentences in examples 1–10 on page 11 are commands? Underline their verbs.

B. Work with a partner.

Step 1 Read each group of words out loud.

Step 2 Decide which ones are complete sentences and which ones are not.

Step 3 Write *S* (for sentence) next to complete sentences and *NS* (for not a sentence) next to word groups that are not sentences.

Step 4 Explain why the *NS* word groups are not sentences.

1. NS Is very hot today. (There is no subject.)
2. S It is very hot today. (_____)
3. ____ My new classmate from Brazil. (_____)
4. ____ He speaks three languages fluently. (_____)
5. ____ Is very handsome. (_____)
6. ____ He wants to start his own business. (_____)
7. ____ He isn't married. (_____)
8. ____ Enjoys many sports, especially baseball. (_____)
9. ____ Don't sleep in class. (_____)
10. ____ The children hungry. (_____)
11. ____ They didn't like. (_____)
12. ____ They don't want. (_____)
13. ____ Go to bed! (_____)

Subjects, Verbs, and Objects

In English, the subject of a sentence is *always* expressed (except in commands).

> The **subject** tells who or what did something. It is a noun or pronoun.

My roommate lost his keys.
(Who lost his keys?—my roommate)

The taxi hit the child.
(What hit the child?—the taxi)

Soccer and tennis are my favorite sports.
(What are my favorite sports?—soccer and tennis)

> The **verb** usually tells an action. Sometimes a verb doesn't tell an action. Sometimes it just links the subject with the rest of the sentence.

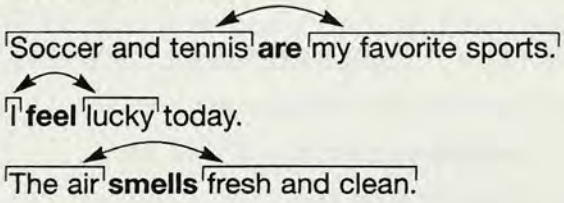
Action verbs name an action, such as *hit, live, lose, speak, go*, and *come*.

The taxi **hit** the child.

My family **lives** in a two-bedroom apartment.

My roommate **lost** his keys.

Linking verbs link the subject with the rest of the sentence. Linking verbs do not have objects. The most common linking verbs are *be, become, look, feel, seem, smell, sound*, and *taste*.



> The **object** receives the action of an action verb. It is a noun or pronoun.

To find an object, make a question by putting w*hat* after an action verb. (*Note*: This method for finding objects doesn't work with linking verbs because linking verbs do not have objects.)

The taxi hit **the child**.
(Hit what?—the child. The child *is an object.)*

My roommate lost **his keys**.
(Lost what?—his keys. His keys *is an object.)*

His girlfriend found **them**.
(Found what?—them. Them *is an object.)*

Not all sentences have objects.

My family lives in a two-bedroom apartment.
(Lives what?—not possible. This sentence has no object.)

The sun is shining today.
(Is shining what?—not possible. This sentence has no object.)

The fish didn't smell fresh.
(Didn't smell what?—not possible. This sentence has no object.)

Writer's Tip

Certain verbs MUST have objects. Some of these verbs are *buy*, *give*, *have*, *like*, *love*, *need*, *own*, *place*, *put*, *spend*, and *want*.

They need **some money**.

I don't want **it**.

PRACTICE 3

Subjects, Verbs, and Objects

Identify subjects, verbs, and objects in sentences.

Step 1 Underline the subjects with one line.

Step 2 Underline the verbs with two lines.

Step 3 Circle the objects.

Step 4 Write *S*, *V*, or *O* above each underlined or circled word.

S V
1. My youngest brother is in high school. (There is no object.)

S V O V O
2. He watches (TV) and does (homework) at the same time.

3. He works at a shopping mall.

4. He likes his job but doesn't like his boss.

5. His job is easy and pays well.

6. This semester, he is taking extra classes.

7. He will go to college next year.

8. He speaks and understands English very well.
9. On weekends, he and his friends play soccer.
10. He doesn't have a girlfriend yet.

PRACTICE 4
Editing for Subjects and Verbs

Step 1 Look for missing subjects and verbs.
Step 2 Add the missing words. (There may be more than one possible answer.)

Larry's Bad Habit

[1]My friend Larry has a bad habit. [2]He is never on time to anything. [3]Arrives ten minutes late everywhere. [4]Larry always an excuse. [5]"I missed the bus." [6]"My alarm clock didn't ring." [7]"My watch stopped." [8]"My mother telephoned me just as I was leaving." [9]He uses each excuse at least twice a week. [10]I know them all. [11]Whenever Larry rushes in—ten minutes late, of course—and starts to say, "Sorry I'm late, but I . . ." or "Sorry I'm late, but my . . ." or "Sorry I'm late, but my mother . . .," I can finish the sentence for him. [12]Larry's bad habit not a problem for me any longer. [13]If the movie at 7:00, I tell Larry it starts at 6:45. [14]Then he early!

PRACTICE 5
Identifying and Punctuating Sentences

Step 1 Decide where sentences begin and end. (There are 14 sentences.)
Step 2 Add a period at the end of each sentence, and change the first letter of each new sentence to a capital.

My Neighbors

a young couple from India lives next door to me the husband's name is Ajay the wife's name is Anjuli everyone calls her Anju they have a young son and are expecting their second child in a few weeks they hope to have a girl this time both Ajay and Anju have good jobs he is an executive in a computer company she is a computer programmer and works in our local hospital Anju is a wonderful cook she cooks mostly Indian food they sometimes invite neighbors on weekends for a potluck meal[1] we all bring something to share it is fun to live next door to Ajay and Anju.

[1]**potluck meal:** meal to which everyone contributes a dish to share

Capitalization: Six Rules

In English, there are many rules for using capital letters. Here are six important ones.

Rules	Examples
Capitalize:	
1. The first word in a sentence.	**M**y neighbor is a mechanic.
2. The pronoun *I*.	My friends and **I** often study together.
3. Names of people and their titles.	**K**ing **A**bdullah II **P**resident **P**utin **P**rofessor **I**ndiana **J**ones **M**r. and **M**rs. **H**omer **S**impson
BUT NOT a title without a name.	He's a king. Have you met your math professor?
Exception: A title without a name is sometimes capitalized if it refers to a specific person.	The **P**resident of the **U**nited **S**tates had dinner with the **E**mperor of **J**apan.
4. Nationalities, languages, religions, and ethnic groups.	**S**wedish **E**nglish **S**panish **F**arsi **M**uslim **J**ewish **C**hristian **A**sian **H**ispanic **N**ative **A**merican
5. Names of school courses with numbers.	**P**sychology 101
Note: Don't capitalize school subjects except names of nationalities, languages, religions, and college classes with numbers.	history math physics **R**ussian history **H**istory 101 **P**hysics 352
6. Specific places you could find on a map.	**L**ake **T**iticaca the **N**orth **P**ole **S**outh **A**merica **A**mazon **R**iver **E**ngland **F**irst **S**treet **T**imes **S**quare **N**ew **Y**ork **C**ity

PRACTICE 6
Capitalization

Write your own examples for capitalization rules 3–6. Ask your teacher for help with spelling, or use a dictionary.

Rule 3

a queen Queen Noor

a president _____

a doctor _____

a mayor or governor _____

Rule 4

a language _____

a nationality _____

a religion _____

Rule 5

a school subject without a number _____

a college class with a number _____

Rule 6

a street _____

a city or town _____

a state _____

a country _____

a sea or an ocean _____

an island _____

a lake _____

a river _____

a park _____

a square _____

PRACTICE 7
Editing for Capitalization

Change the small letters to capital letters wherever necessary in the following paragraph.

N M
nelson mandela



Nelson Mandela

[1]my name is nelson mandela, and i have had an unusual life. [2]i have been both a prisoner and a president in my country. [3]i was born in 1918 in a small village in south africa. [4]my father, henry mandela, was the chief of our tribe.[1] [5]as a child, i took care of the family's cattle and goats. [6]when i grew up, i decided to become a lawyer. [7]this seemed to be a good way to help my people. [8]after i became a lawyer, i became the leader of a group of young africans who wanted to change the system of discrimination[2] in our country. [9]because of my political activities, i went to prison for twenty-seven years. [10]the prison was on a cold, windy island in the atlantic ocean. [11]however, the world didn't forget about me. [12]i received important visitors, awards, and university degrees from all over the world. [13]i also learned afrikaans, which is the language of white south africans. [14]of course, i also speak english and xhosa, which is the language of my tribe. [15]in 1990, i was set free. [16]i became the president of south africa in 1994. [17]during my time in office, i tried to bring peace, democracy, and prosperity to all of my country's people. [18]now i am retired.

Journal Writing

A journal is a notebook in which you write about your life and your thoughts. Each time you write in your journal, you make a **journal entry**.

Your teacher will not grade your journal, so journal writing is a good way to practice new skills without worrying about a grade. Your teacher will read each entry and make comments. He or she may ask questions for you to answer in your next entry. You can also write questions to your teacher in your journal. A journal can be like a conversation.

---

[1]**tribe:** group of people who live in the same area and have the same customs, beliefs, and leader
[2]**discrimination:** treating one group of people differently from another in an unfair way

Your teacher may ask you to write for a certain amount of time every day or every week, or he or she may ask you to write a certain number of pages. It is a good idea to write the date and your starting and stopping times above each entry. Here is a sample page from a student's journal.

MODEL
Journal Entry

September 13, 20__
Start: 8:15 P.M.
Stop: 8:35 P.M.

Hello! My name is Hamoud al-Rashid. I am from Algeria. I was born on January 31, 1991. I lived with my parents and six brothers and sisters in the beautiful city of Oran. Oran is on the Mediterranean Sea. I attended elementary school there. When I was fourteen years old, my family moved to Algiers. I attended Mohamed Ben Othmane High School there. Then I . . .

Journal Assignment

Your first journal assignment is to introduce yourself to your teacher. Practice what you have learned about capital letters. Include as many proper nouns as possible in order to practice the capitalization rules.

Write about your childhood, your hometown, your family, your education, your hobbies, or anything else that your teacher might find interesting. Leave lots of space for your teacher to make comments or to ask for more information.

For other topics to write about in your journal, see the topic suggestions in Appendix A at the back of the book.

PART 3 | Sentence Structure

Now let's begin to study the different kinds of sentences in English.

There are four kinds of sentences in English: (1) simple, (2) compound, (3) complex, and (4) compound-complex. In this chapter, you will learn about simple sentences.

Simple Sentences

A **simple sentence** is a sentence that has one subject-verb pair.

The word *simple* in "simple sentence" doesn't mean "easy." It means "one subject-verb pair."

The subject in a simple sentence may be compound:[1]

My brother and I are completely different.

The verb in a simple sentence may be compound:

They **laughed and cried** at the same time.

However, each sentence is a simple sentence because it has only one subject-verb pair.

Analyze the simple sentences in the left column and their "formulas" in the right column. There are many variations, but each sentence has only one SV pair.

Simple Sentences	"Formulas"
S V 1. My younger sister speaks English well.	S V
S S V 2. My mother and father speak English well.	S S V
S S V V 3. My mother and father speak and write English well.	S S V V
S V 4. My parents will retire soon.	S V
S V V 5. Then they will move into a smaller apartment or live with my older brother and his family.	S V V

[1]**compound:** In grammar, *compound* means "more than one."

The following sentence is not a simple sentence because it has two subject-verb pairs. The formula looks like this: SV SV. You will learn more about this kind of sentence in Chapter 2.

S V S V
My brother lives in New York, and my sister lives in Paris.

Writer's Tip

When you look for verbs, count only verbs that change tense.

My grandmother **wants** to learn to drive.
(*Count only* wants. *Do not count* to learn *or* to drive *because they do not change tense. Verbs with* to *in front of them are infinitives. Infinitives never change.*)

My sister **will teach** in exchange for cooking lessons.
(*Count* will teach *as one verb, not two.*)

A duck **is swimming** in the hotel swimming pool.
(*Count only the first* is swimming. *The second* swimming *is not a verb; it is a special kind of adjective called a participle.*)

Swimming **is** my favorite way to exercise.
(*Count only* is. *In this sentence*, swimming *is a special kind of noun called a gerund.*)

PRACTICE 8
Simple Sentence Patterns

A. Identify the formula in the following simple sentences.

Step 1 Underline the subjects with one line.

Step 2 Underline the verbs with two lines.

Step 3 Write *S* above each underlined subject and *V* above each underlined verb.

Step 4 Finally, write the formula for each sentence in the numbered spaces.

My Grandfather

S V
[1]My grandfather is old in years but young in spirit. [2]Every day, he swims a mile and works in his garden. [3]He and my grandmother have four children and ten grandchildren. [4]My grandfather loves parties and invites our entire family to his house for a big dinner on his birthday.

(continued on next page)

[5]All twenty of us eat and tell stories half the night. [6]He never gets tired and is always the last to go to bed. [7]On his last birthday, my brothers and I gave him a present. [8]We put our money together and bought him a video game system. [9]Now he invites us to his house every weekend to play video games with him. [10]My grandfather will always seem young to me.

1. S V	3. ____	5. ____	7. ____	9. ____
2. ____	4. ____	6. ____	8. ____	10. ____

B. Work first by yourself, and then with a partner.

Step 1 Write six simple sentences about your family or family members. Use each of these patterns twice: SV, SSV, SVV.

Step 2 Show your sentences to your partner. Ask your partner to identify the pattern in each sentence.

S V V 1. My youngest brother goes to school and works part-time.

____ 2. _____

____ 3. _____

____ 4. _____

____ 5. _____

____ 6. _____

____ 7. _____

Connecting Words: *and, or*

Often you need to connect words or groups of words in a sentence. One way to do this is to use a connecting word. Connecting words are called **conjunctions**. There are many conjunctions in English. Two of the most common ones are ***and*** and ***or***. They have different meanings.

And joins two or more similar things in positive sentences.

I like Chinese **and** Italian food.

We have class on Mondays, Wednesdays, **and** Fridays.

Or connects two or more similar things in negative sentences.

I don't like warm milk **or** cold coffee.

We don't have class on Tuesdays **or** Thursdays.

Or also connects two or more choices or alternatives.

I would like to go to London, Rome, **or** Paris on my next vacation.
(*I cannot go to all three places. I will choose one.*)

My father **or** my mother will meet me at the airport.
(*This sentence means that only one person will come to the airport.*
Compare: My father and my mother will meet me at the airport.
This sentence means that two people will come to the airport.)

Use this chart to help you remember the meanings of *and* and *or* in a simple sentence.

+ +	Use ***and*** to join two or more items in a positive sentence. I love tacos, pizza, **and** egg rolls.
– –	Use ***or*** to join two or more items in a negative sentence. I don't like hot dogs **or** hamburgers.
T? F?	Also, use ***or*** to connect choices. Is this sentence true **or** false? Do you want to stay home **or** go out tonight?

PRACTICE 9
***Using* and, or**

Combine the two sentences in each pair to make one sentence. Use *and* or *or* according to the meaning. Try not to repeat any words.

1. I like chocolate ice cream. I like coffee ice cream.

   I like chocolate and coffee ice cream.

2. I can speak English. I can understand English.

3. I can't speak Tagalog. I can't speak Vietnamese.

4. Blue is my favorite color. Yellow is my favorite color. (*Be sure to make the verb and the word* color *plural.*)

5. Would you like soup? Would you like salad? (*You can have only one.*)

6. You can eat your pizza here. You can take it home.



Helen Keller

7. Helen Keller, a famous American woman, was blind. Helen Keller, a famous American woman, was deaf.

8. She could not see. She could not hear.

9. With the help of her teacher, Helen learned to speak. Helen became a famous spokesperson for handicapped people all over the world.

Sentence Combining

Sentence combining is a way to improve your sentence-writing skills. When you do a sentence-combining exercise like the Practice you just completed, you combine two (or more) short sentences into one longer sentence. All the long sentences together make a paragraph.

There may be several correct ways to combine the sentences. However, there are a few rules to follow.

1. Don't repeat words if possible. For example, in example 1 below, don't repeat *I am*.
2. You may omit words, but don't leave out any important information.
3. You may change words. For example, you may change a noun to a pronoun or make a singular word plural.
4. You may add words. For example, in example 2, you need to add the connecting word *and*.

Your goal is to write smooth, grammatically correct sentences that contain all the information but do not repeat any of it.

Example 1

a. I am a man.

b. I am famous.

Combined sentence: I am a famous man.

I am a man and I am famous is a grammatically correct sentence, but a native speaker would not write it because a native speaker would not repeat the words *I am*. Another possible sentence is *I am a man who is famous*, but this sentence contains unnecessary words.

Example 2

a. I have white hair.

b. I have a long white beard.

Combined sentence: I have white hair and a long white beard.

You must keep the word *white* in the expressions *white hair* and *a long white beard* because it is important information.

Try It Out! **Step 1** Combine the sentences in each pair to make one sentence. There may be more than one correct way to combine the sentences.

Step 2 Write your new sentences in paragraph form. Do not number the sentences, and do not write them in a list. Write them as a paragraph.

Who Am I?

1. a. I am a cartoon animal.
   b. I am famous.

   I am a famous cartoon animal.

2. a. I have big ears.
   b. I have black ears.

3. a. I always wear red shorts.
   b. I always wear white gloves.

4. a. I look like an animal.
   b. I talk like a human.

5. a. I live in a place called Disneyland.
   b. I work in a place called Disneyland.

6. a. In Disneyland, I stand around.
   b. In Disneyland, I smile a lot.

7. a. I usually team up with[1] my friend Goofy.
   b. I usually team up with my friend Minnie.
   (*I team up with only one friend at a time.*)

[1]**team up with:** work together as a team

8. a. Together we greet visitors.
   b. We pose for photographs.

   _____

9. I am _____.

   (Write the name of this cartoon animal. Do not write your own name.)

Who Am I?

I am a famous cartoon animal.

PART 4 | Writing

Review Questions

Check your understanding of the important points in this chapter by answering the following questions.

Organization

1. What is a paragraph?
2. Can a paragraph discuss more than one topic?
3. What are the three parts of a paragraph?
4. Where do you write the title of a paragraph?
5. What is indenting?
6. What are margins?

Grammar and Capitalization

7. What is a sentence?
8. What is a subject? What is a verb?
9. Do sentences in English always have a subject? What is the only exception to this rule?
10. Do sentences in English always have a verb? Are there any exceptions to this rule?
11. Do sentences in English always have an object?
12. What are six rules for capitalizing words in English?

Sentence Structure

13. What is a simple sentence?
14. What are four simple sentence "formulas"?
15. What kind of ideas do you connect with *and*?
16. When do you use *or*? (Give two answers.)

The Writing Process

Good writing is more than just sitting down and "talking" on a piece of paper. Good writing involves thinking, planning, writing, and revising. You become a good writer by always using these four steps:

1. Prewrite to get ideas and organize them.
2. Write the first draft.
3. Edit: Check and revise your work.
4. Write the final copy.

Step 1 Prewrite to get ideas—freewriting.

In the prewriting step, you get ideas to write about. Taking notes is one way to gather ideas. You did this kind of prewriting for the paragraph you wrote about a classmate. Another way to get ideas is called **freewriting**. Here is how to do freewriting.

Choose a topic and write it at the top of a piece of paper. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as you do when you write a letter.

Don't worry about grammar, spelling, or punctuation, and don't worry about putting your ideas into any kind of order. You don't even have to write complete sentences. Just write everything that comes into your mind about your topic. If you can't think of an English word, write it in your own language. The goal is to keep writing without stopping for about ten minutes or until you run out of ideas.

Here is an example of freewriting. It has several mistakes which the writer will correct in a later draft.

MODEL
Freewriting

Freewriting About my Grandmother

My grandmother. She was a good cook. The best cook. Every weekend we have a big dinner. With big, big bowls of food. Lots of talking. Everybody in the family there. Every time we eat the same food, but we always love it. Is our favorite meal. She never mad at us. She always defends us when we are in trouble with our parents. One time I picked all the roses in her garden. She not even mad then. Grandmother kind and generous. She gives food to poor people. She never makes them feel bad about taking it. Makes people feel good, just as she made me feel good when I picked all the roses. Thanked me for the beautiful bouquet. Mother really angry. Grandmother always forgives. Forgiving heart.

After you have run out of ideas, edit your freewriting. (Remember that *edit* means to review and change writing in order to improve it.) Read what you have written and choose one main idea for your paragraph. Cross out ideas that aren't related to the one main idea.

In the model, the student decided to write about her grandmother's kindness and forgiving heart. She crossed out the parts about cooking and food.

MODEL
Edited Freewriting

Freewriting About my Grandmother

My grandmother. ~~She was a good cook. The best cook. Every weekend we have a big dinner. With big, big bowls of food. Lots of talking. Everybody in the family there. Every time we eat the same food, but we always love it. Is our favorite meal.~~ She never mad at us. She always defends us when we are in trouble with our parents. One time I picked all the roses in her garden. She not mad even then. (Grandmother kind and generous.) She gives food to poor people. She never makes them feel bad about taking it. Makes people feel good, just as she made me feel good when I picked all the roses. Thanked me for the beautiful bouquet. Mother really angry. Grandmother always forgives. Forgiving heart.

Step 2 Write the first draft.

In the second step, you write your paragraph in rough form without worrying too much about errors. This first writing is called the **first draft** or the **rough draft**.

MODEL
First Draft

My Grandmother

My grandmother kind and generous. She never mad at us. She always makes people feel good. One time I picked all the roses in her garden. She not mad even then. She made me feel good. Thanked me for the beautiful bouquet. Grandmother gives food to poor people. She never makes them feel bad about taking it. Makes people feel good, just as she made me feel good when I picked all the roses. Grandmother always forgive. Forgiving heart.

Step 3 Edit the first draft.

In the third step, you edit your paragraph. When you edit something, you check it and make changes and corrections. Editing is usually a two-step process.

- In the first step, you check the paragraph as a whole. Is the meaning clear?
- In the second step, you check the paragraph for good form, organization, grammar, punctuation, spelling, and so on.

Step 4 Write the final copy.

In the last step, you write a neat final copy of your paragraph to hand in to your teacher.

Here is the final copy of our model paragraph. The corrections made by the writer include these:

- She crossed out unnecessary sentences.
- She added missing subjects and verbs.
- She moved sentences.
- She changed the ending to match the beginning.

MODEL
Final Copy

My Grandmother

My grandmother is kind and generous. She always makes people feel good. One time I picked all the roses in her garden. She wasn't mad even then. She thanked me for giving her a beautiful bouquet. Grandmother also gives food to poor people. She never makes them feel bad about taking it. She makes them feel good, just as she made me feel good when I picked all the roses. I will always remember my grandmother's kindness and generosity.

Writing Assignment

Write a paragraph about your family or about one person in your family. Use the paragraph "My Grandfather" on pages 21 and 22 or the final copy of "My Grandmother" just above as a model. Practice everything you have learned in this unit.

Use the four steps in the writing process:

Step 1 Prewrite to get ideas.

- Freewrite about your family or about one person in your family for about ten minutes. Read your freewriting and mark it up. Circle ideas that you will use in your paragraph. Cross out ideas that you won't use.

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Write the paragraph. Begin it with a sentence that describes your family or family member in general.

  My family is small and close.

  My grandfather is old in years but young in spirit.

  My brother is the irresponsible one in our family.

- Write about eight to ten more sentences about your family or family member. In these sentences, explain what you wrote in your first sentence. How does your family show that they are close? How does your grandfather show that he is young in spirit? In what ways is your brother irresponsible?
- End your paragraph with a sentence that tells how you feel about your family or family member.

  Now we live far from each other, but we will always feel close in our hearts.

  My grandfather will always seem young to me.

  My brother will never grow up.

Step 3 Edit the first draft.

- First, read your paragraph to a classmate, and ask him or her to complete Reader's Response 1B on page 192. Write a second draft.
- Second, check your paragraph against Writer's Self-Check 1B on page 193 to check your own paragraph. Revise your paragraph and write a third draft if necessary.

Step 4 Write the final copy.

- Write a neat final copy of your paragraph to hand in to the teacher. Your teacher may also ask you to hand in your prewriting and your other drafts.

CHAPTER 2

Listing-Order Paragraphs



Chapter Preview
Prewriting Activity: Clustering

Part 1: Organization
Listing-Order Paragraphs
The Three Parts of a Paragraph
Outlining

Part 2: Sentence Structure
Compound Sentences
Two Sentence Errors: Run-ons and Comma Splices

Part 3: Writing

Chapter Preview

In this chapter, you will write paragraphs that use the listing-order pattern of organization. You will also study and practice:

- the three parts of a paragraph
- listing-order transition signals
- paragraph unity
- simple outlining
- compound sentences
- two common sentence errors

Prewriting Activity: Clustering

Choose a job or profession that you have or would like to have in the future. Here are some possibilities. If you wish, add other jobs that are not on this list.

carpenter	chef	teacher	animal trainer
psychologist	politician	TV news reporter	professional athlete
salesperson	dentist	architect	actor
jockey	waiter	coach	_____
fashion designer	mechanic	model	_____

Discuss the topic with your whole class first, and then work by yourself or in small groups.

1. What characteristics or special abilities does a person need to be successful at the job you have chosen?
   - A **characteristic** is a personal quality that is part of a person's personality. Examples of characteristics are shyness, boldness, patience, honesty, and creativity. A characteristic is something that you *are*.
   - An **ability** is a physical or mental skill. For example, some jobs need people who are good at math, who are good public speakers, or who work well with their hands. An ability is something you *can do*.

Look at the list of some possible characteristics and abilities. Discuss new words, or ask your teacher to tell you other words and expressions that you need.

Characteristics and Abilities

Adjectives	Nouns	Other
charismatic	charisma	is good at math
compassionate	compassion	is a good public speaker
creative	creativity	is a leader
dedicated	dedication	likes travel
dependable	dependability	works well with children
diligent	diligence	works well with hands
diplomatic	diplomacy	writes well
fair	fairness	_____
humorous	humor	_____
intelligent	intelligence	_____
knowledgeable	knowledge	_____
organized	organization	
patient	patience	
self-confident	self-confidence	
_____	_____	
_____	_____	
_____	_____	

2. Now think of at least three characteristics and abilities for the job you are writing about. Use the clustering technique described in the next section to help you.

Clustering

Clustering is a prewriting technique that helps you get ideas to write about. Here is how to do clustering.

Begin by writing your chosen job or profession in the center of a piece of paper. Draw a circle around it. Then think about characteristics and abilities necessary for that job, and write down every idea that comes into your mind. Don't stop to worry if the idea is a good one or not. Write words or phrases in circles around the main circle and then connect them to the main circle like in the picture on page 36.

MODEL

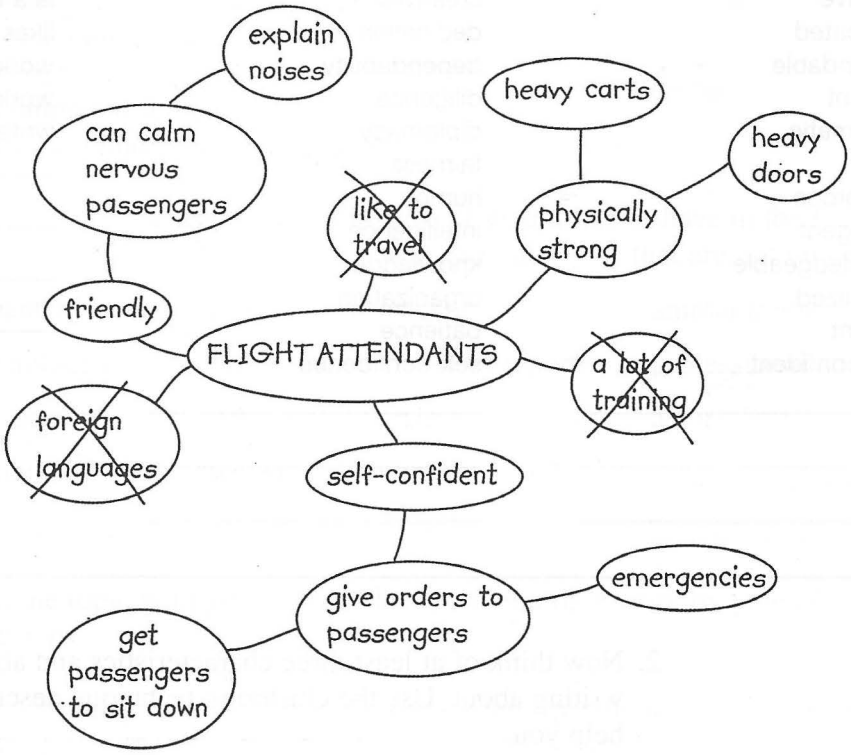
Clustering 1



Next, think about the word or phrase in each circle. Try to think of something that illustrates the word or phrase, such as a situation when the person would need a certain characteristic or ability. Also, cross out circles that you don't want.

MODEL

Clustering 2



From these clusters, or groups of circles, you can begin to see which ideas to use and which ones to throw away. Use the clusters that have the most circles. Throw away the ones that have few circles because they didn't produce many ideas.

Keep your clustering paper. You will use it later to write a paragraph.

PART 1 | Organization

Organization is one of the most important writing skills. A well-organized paragraph is easy to read and understand because the ideas are in a recognizable pattern. Just as you organize tools on a workbench or clothes in a closet, you also organize sentences in a paragraph. Listing order is a pattern often used in English.

Listing-Order Paragraphs

In a listing-order paragraph, you divide the topic into separate points. Then you discuss one point, and then another point, and then a third point, and so on.

There are three keys to writing a listing-order paragraph:

1. Begin with a sentence that names your topic and says it has several points.
2. Write about each point separately.
3. End with a sentence that reminds your reader about the points you just discussed.

As you read the model paragraph, notice the separate points discussed.

MODEL

Listing-Order Paragraph

Flight Attendants

[1]Flight attendants have three important characteristics. [2]First of all, flight attendants are friendly. [3]They enjoy greeting passengers and making them feel comfortable. [4]Sometimes passengers are afraid of flying. [5]A friendly flight attendant can talk to them and help them feel calm. [6]For example, he or she can explain strange noises made by the aircraft. [7]Second, flight attendants are self-confident. [8]They give instructions to passengers, and they must be firm enough so that passengers obey them. [9]This characteristic is especially important in emergencies. [10]Third, flight attendants are physically strong. [11]They push heavy carts of food and drinks up and down the aisles. [12]They also have to open and close the heavy doors of airplanes. [13]In short, flight attendants are friendly, self-confident, and strong.

Questions on the Model

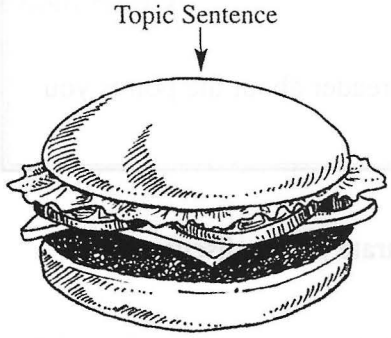
1. Look at the title. What is the topic of this paragraph?
2. Look at the first sentence. What does it say about the topic?
3. How many points should the reader look for in this paragraph?
4. List the points here: _____

   _____
5. Now look at the last sentence. What information does it repeat?

The Three Parts of a Paragraph

In Chapter 1, you learned that a paragraph has three parts: a topic sentence, supporting sentences, and a concluding sentence. Now we will study each part of a paragraph in more detail.

The Topic Sentence



The most important sentence in a paragraph is the **topic sentence**. It is called the topic sentence because it tells the reader what the topic of the paragraph is. In other words, it tells the reader what he or she is going to read about. The topic sentence is usually the first sentence in a paragraph. It is the top piece of bread in our paragraph "cheeseburger sandwich."

The Two Parts of a Topic Sentence

A topic sentence has two parts: a **topic** and a **controlling idea**. The topic part names the topic. The controlling idea part tells what the paragraph will say about the topic. It tells the reader: This paragraph will discuss these things—and only these things—about this topic.

For example, the topic of the model paragraph on page 37 is *flight attendants*. What will the paragraph say about flight attendants? The controlling idea tells us: *They have three characteristics*. The paragraph will not tell us about their uniforms, their training, or their duties. It will only discuss three characteristics that flight attendants have.

Here are examples of other topic sentences. The topic in all three examples is the same: *English*. The controlling idea in each says something different about English. From the controlling ideas, can you imagine what the rest of the paragraph will say about English?

English is constantly adding new words.

English borrows words from other languages.

English is necessary for many different jobs.

Usually, the topic comes first and the controlling idea comes second in the topic sentence. However, the controlling idea may come first. In the **a** sentences, the topic is first. In the **b** sentences, the controlling idea is first.

a. [TOPIC] English [CONTROLLING IDEA] borrows words from other languages.

b. [CONTROLLING IDEA] Other languages give words to [TOPIC] English.

a. [TOPIC] English [CONTROLLING IDEA] is necessary for many different jobs.

b. [CONTROLLING IDEA] Many different jobs require [TOPIC] English.

PRACTICE 1

Two Parts of a Topic Sentence

The following paragraphs show how the controlling idea of a topic sentence controls a paragraph. The topic of all three paragraphs is the same: *beaches*. However, the content of each paragraph is quite different because the controlling idea is different.

Step 1 Find the topic sentence in each paragraph.

Step 2 Draw a circle around the topic and underline the controlling idea. There is one topic sentence in which the topic comes *after* the controlling idea.

The first one has been done as an Example.

Paragraph 1

Beaches

(Beaches) offer different pleasures to different kinds of people. Solitary[1] people can enjoy sunbathing or reading. Social people can usually find someone to talk to or take a walk with. Curious individuals can collect seashells or study the habits of seashore creatures, such as sand crabs or seagulls. Athletes can swim, surf, jog, or play football or volleyball. Indeed, every type of person can find enjoyment at a beach.

[1] **solitary:** alone, without companionship

Paragraph 2

Beaches

Beaches are fun in summer and in winter. In summer, you can swim and do many other water sports. If you don't like water sports, you can play beach games or relax on the warm sand. In winter, beaches are less crowded, so they are good places for solitary walks. Also, on a clear winter night, nothing is more fun than sitting with a group of friends around a big bonfire, talking, laughing, and singing. Indeed, a beach is a place to have fun all year.

Paragraph 3

Beaches

Beaches differ in various parts of the world. Thailand has miles of empty beaches. They are beautiful, clean, and uncrowded, even in summer. You can spend the whole afternoon on a beach and not see another person. In Japan, on the other hand, the beaches are very crowded. You can hardly find a place to sit down at the more popular Japanese beaches. The beaches in Northern Europe differ in another way. The water is cold, so most people go to the beach only to sunbathe. Along the French Riviera, the beaches are rocky, not sandy as they are on tropical islands. Each type of beach—empty or crowded, sandy or rocky—has its own special characteristics to enjoy.

Paragraph 4

Beaches

People of all ages have fun at beaches. First, young children love going to a beach. Children love to splash in the water, jump in the waves, and play in the sand. They happily dig holes, fill buckets, and build sand castles all day long. A second group of people who have fun at a beach are teenagers. Teenagers enjoy active water sports, such as surfing, jet skiing, and boardsailing. They also like to just "hang out"[1] at the beach with their friends. Third, senior citizens[2] have a good time at the beach, too. They take long walks along the water's edge or simply relax and enjoy the sunshine. In brief, children, teenagers, and grandparents can all have fun at a beach.

---

[1]**hang out:** relax and socialize (slang)
[2]**senior citizens:** people older than about sixty-five

PRACTICE 2
Topic Sentences

A. Circle the topic and underline the controlling idea in each of the following topic sentences. There is one topic sentence in which the topic comes *after* the controlling idea.

1. (Good roommates) have four characteristics.
2. College students take many kinds of tests.
3. Small cars have several advantages.
4. Big cars are safer than small cars for two reasons.
5. A baseball player must master several skills.
6. Living with your parents has certain advantages.
7. Living with your parents has certain disadvantages.
8. Talent and dedication are two characteristics of Olympic athletes.
9. The Middle East is the birthplace of three major religions.
10. Tokyo has excellent public transportation systems.
11. Tokyo is one of the world's most expensive cities.

B. Read each paragraph. Then choose the best topic sentence and write it on the line provided.

1. _____

_____. First, living in a foreign country helps you learn another language faster than studying it at school. Second, you can learn directly about the history, geography, and culture of a country. Third, you become a more tolerant[3] person because you experience different ways of living. Fourth, living in a foreign country makes you appreciate your own country better.

a. Living in a foreign country helps you learn.
b. Everyone should live in a foreign country for a while.
c. Living in a foreign country has four benefits.

2. _____

_____. Some colleges and universities in the United States are private. Private colleges and universities do not get money from taxes, so they are usually more expensive. Other colleges and universities are public; that is, the citizens of each state pay some of the costs through their taxes. As a result, public colleges are cheaper for students to attend. No matter which type of college you attend—public or private, you can get a good education.

a. There are two main types of colleges and universities in the United States.
b. Public colleges and universities get money from taxes.
c. There are many colleges and universities in the United States.

(continued on next page)

[3] **tolerant:** accepting of differences

3. _____

_____. One reason for choosing a small college is that classes are small. The average class in a small college is twenty students. Another reason is that it is easy to meet with professors. Professors in small colleges have time to help students and are usually happy to do so. In addition, small colleges are friendly, so new students make friends quickly. For these three reasons, small colleges are better than large universities for many students.

a. Small colleges are friendlier than large universities.
b. There are several reasons for attending a small college instead of a large university.
c. You can get an excellent education at a small college.

4. _____

_____. First of all, employers want workers to be dependable. That is, they want workers who come to work every day. Second, employers want workers who are responsible. Can the boss give the worker a project to do and know that it will be done well? Third, employers look for workers who can work well with others. The ability to get along with co-workers is important to the success of a business. To summarize, employers look for dependable, responsible team players.

a. It is difficult to find good employees these days.
b. Employers read job applications very carefully.
c. Employers look for three main qualities in their employees.

C. Write a topic sentence for each of the following paragraphs.

1. _____

_____. Green curry is the hottest Thai curry. People who like very spicy food will enjoy green curry. Red curry is medium hot. It is flavorful, but it doesn't burn your mouth. Yellow curry is the mildest of all. It is usually the choice of people who eat Thai food for the first time. In short, you have three delicious choices when you order Thai curry.

2. _____

_____. First, good teachers know their subject very well. That is, a math teacher has advanced education in mathematics, and an English teacher is an expert in English grammar. Second, good teachers must be good communicators. Being a good communicator means presenting information in ways that students can understand. Third, good teachers are enthusiastic. That is, they are so interested in their subject that they make it fun to learn. To summarize, good teachers have expert knowledge, good communication skills, and contagious[1] enthusiasm.

[1] **contagious:** can be transmitted from one person to another person

3. _____

_____. The first type of shopper doesn't like to waste time. She knows what she wants to buy and how much she wants to pay. If the store has what she wants, she buys it and leaves. She is a good kind of customer because she doesn't take too much of a salesperson's time. A second type of shopper comes into a store with a general idea of what she wants, listens to the salesperson's suggestions, tries on a few items, and makes a decision. She is also a good kind of customer. A third kind of shopper has no idea what she wants. She spends two hours trying on one outfit[2] after another. She takes up a lot of a salesperson's time and sometimes doesn't buy anything. In conclusion, the first two types of shoppers are a salesperson's dream, but the third type is a salesperson's nightmare.

D. Add two different controlling ideas to these topics to make complete topic sentences.

1. Sports

Different sports are played at different times of the year.

Each country has its own favorite sport.

2. International students

_____

_____

3. Hollywood movies

_____

_____

4. Automobile drivers

_____

_____

5. Restaurants

_____

_____

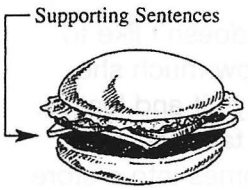
6. (Your town, city, or country)

_____

_____

[2] **outfit:** set of clothes worn together

Supporting Sentences



The middle sentences of a paragraph are the **supporting sentences**. Supporting sentences explain or prove the idea in the topic sentence. They are the "filling" in a paragraph "sandwich." The supporting sentences are the biggest part of a paragraph, just as the filling is the biggest part of a sandwich.

PRACTICE 3

Supporting Sentences

Work with a partner or in a small group. Discuss possible supporting points for these topic sentences from Practice 2A on page 41. Write your points in the spaces below each sentence. You do not have to write complete sentences.

1. (Good roommates) have four characteristics.
   a. are neat, tidy
   b. are cheerful
   c. share housework
   d. pay their share of the rent on time
2. College students take many kinds of tests.
   a. _____
   b. _____
   c. _____
3. Small cars have several advantages.
   a. _____
   b. _____
   c. _____
4. Big cars are safer than small cars for two reasons.
   a. _____
   b. _____
5. A baseball player must master several skills.
   a. _____
   b. _____
   c. _____
   d. _____
6. Living with your parents has certain advantages.
   a. _____
   b. _____
   c. _____

7. Living with your parents has certain disadvantages.
   a. _____
   b. _____
   c. _____

Listing-Order Transition Signals

A **transition signal** is a word or phrase that shows how one idea is related to another idea. In a listing-order paragraph, use transition signals such as *First*, *Second*, and *Third* to tell your reader that these are main points.

Here are some transition signals that show listing order.

Listing-Order Signals	
1. First, **First of all,** **Second,** **Third,** **In addition,** **Also,** **Finally,**	**2. also** **, also.**

1. Place most listing-order transition signals at the beginning of the sentence, and put a comma after them.

   First, living in a foreign country helps you learn another language faster than studying it at school.

   In addition, small colleges are friendlier, so new students make friends more quickly.

   Also, on a clear winter night, nothing is more fun than sitting with a group of friends around a big bonfire, talking, laughing, and singing.

2. *Also* may come in the middle of a sentence (between the subject and the verb) without a comma or at the end of a sentence with a comma.

   They **also** like to "hang out" at the beach with their friends.

   They like to "hang out" at the beach with their friends**, also**.

PRACTICE 4

Listing-Order Transition Signals

A. Identify listing-order signals.

Step 1 Circle the listing-order transition signals in the model paragraph about flight attendants on page 37.

Step 2 Copy the transition signals for the three main points of the model paragraph:

Transition signal for the first main point: _____

Transition signal for the second main point: _____

Transition signal for the third main point: _____

Step 3 What other listing-order transition signal can you find in the model paragraph? Write it here: _____

B. Read the paragraph about human intelligence that follows. Add listing-order signals in the blank spaces, and add commas where they are necessary.

Kinds of Intelligence[1]

There are many kinds of intelligence. (1) _____ there is mathematical-logical intelligence. People with this kind of intelligence become mathematicians, scientists, or engineers. (2) _____ there is linguistic[2] intelligence. People with linguistic intelligence are good at language, so they become poets and writers. We are familiar with these first two kinds of intelligence, but other kinds are not so familiar. There are (3) _____ spatial and musical kinds of intelligence. Spatial intelligence is necessary for architects and artists, and musical intelligence is necessary for musicians. (4) _____ there is kinesthetic[3] intelligence. Athletes and dancers have kinesthetic intelligence. Personal intelligence is a kind of intelligence (5) _____. People with personal intelligence manage people well, so they become leaders of society. In short, there is more than one way to be smart.

Paragraph Unity

Here is an important rule to remember when you write supporting sentences.

> A paragraph must follow the rule of **unity**. All the sentences in a paragraph are about one main idea.

Another way of expressing the rule of unity is to say that all the supporting sentences in a paragraph must be **relevant**. Relevant means "directly related to the main idea." For example, if your paragraph is about your mother's good

---

[1]This paragraph is based on the work of Howard Gardner, a professor at the Harvard Graduate School of Education.

[2]**linguistic:** related to language

[3]**kinesthetic:** related to movement of the human body

cooking, a sentence such as *My sister is also a good cook* is not relevant because the paragraph is about your mother, not your sister. When you write a paragraph, make sure that all of your supporting sentences are relevant. The opposite of *relevant* is *irrelevant*.

PRACTICE 5
Paragraph Unity

Step 1 Read the following paragraphs and locate the topic sentence in each. Circle the topic and underline the controlling idea.

Step 2 In each paragraph, two sentences break the rule of unity. Find these irrelevant sentences, and cross them out.

Paragraph 1

California

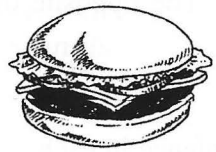
[1]California is a state with every type of geography. [2]It has mountains where you can enjoy the winter sports of skiing, snowboarding, and snowshoeing. [3]It has deserts where temperatures can reach 110°F (43°C) in the summer. [4]It has beaches where you can surf, swim, and fish. [5]It has forests where the world's tallest trees grow. [6]Finally, it has farmland where a lot of the nation's fruits and vegetables grow. [7]California also has Hollywood and Disneyland, which are world-famous centers of entertainment. [8]California is a popular place to live, so many people move there every year. [9]Indeed, California has it all: mountains, deserts, beaches, and farms.

Paragraph 2

Nurses

[1]A nurse should have at least five characteristics. [2]First, he or she must be a caring person. [3]He or she must have genuine concern about sick, injured, frightened people. [4]Second, a nurse must be organized. [5]If a nurse forgets to give a patient his or her medicine on time, the consequences could be serious. [6]Third, a nurse must be calm. [7]He or she may have to make a life-and-death decision in an emergency, and a calm person makes better decisions than an excitable one. [8]Doctors need to stay calm in emergencies, too. [9]In addition, a nurse should be physically strong because nursing requires a lot of hard physical work. [10]Finally, a nurse must be intelligent enough to learn subjects ranging from chemistry to psychology and to operate the complex machinery used in hospitals today. [11]There is a shortage of nurses today, so they earn good salaries. [12]In brief, nursing is a profession for people who are caring, organized, calm, strong, and smart.

The Concluding Sentence



Concluding Sentence

Paragraphs that stand alone (that is, paragraphs that are not part of a longer composition) often have a **concluding sentence** at the end. A concluding sentence closes the paragraph so that the reader is not left expecting more.

1. Sometimes a concluding sentence reminds the reader of the main point by restating the topic sentence in different words.

   Indeed, a beach is a place to have fun all year.

   In short, you have three delicious choices when you order Thai curry.

2. Sometimes a concluding sentence summarizes the main points.

   In short, flight attendants are friendly, self-confident, and strong.

   To summarize, employers look for dependable, responsible team players.

Writer's Tip

Do NOT introduce a new idea in your concluding sentence. Just review or repeat the ideas you have already discussed. Don't add anything new.

WRONG Also, flight attendants love to travel.

WRONG In conclusion, I hope to become a flight attendant some day.

Use a transition signal to tell your reader that this is the end of your paragraph. The following chart lists several conclusion signals. Notice that there is always a comma after conclusion signals.

Conclusion Signals[1]		
To conclude,	**To sum up,**	**In brief,**
In conclusion,	**To summarize,**	**In short,**
	In summary,	**Indeed,**

[1] Many teachers tell students not to use the phrases *In conclusion* and *In summary*, but they are listed here because students encounter them in reading.

PRACTICE 6

Concluding Sentences

A. Read the following paragraphs. Then choose the best concluding sentence for it.

Paragraph 1

There are two reasons I love big cities. First of all, big cities are alive 24/7. You can go shopping, see a movie, exercise at a gym, get something to eat, or go roller skating at any time of the day or night. Second, I love big cities because of their anonymity.[2] You can be completely invisible in big cities. No one watches your daily comings and goings.[3] Neighbors don't bother you as long as you don't bother them. You can stay out all night or stay home all day, and no one cares.

a. To sum up, I love big cities because you can be independent.
b. In short, big cities attract me because there are so many things to do.
c. In brief, I like big cities because of their energy and anonymity.

Paragraph 2

There are two reasons I hate big cities. First of all, big cities are full of noise 24/7. You can hear horns honking, traffic roaring, music blaring, and people talking at all hours of the day and night. It is never quiet in a big city. Second, I hate big cities because of their anonymity. No one knows or cares about you. Neighbors who have lived next door to each other for many years don't even know each others' names. You can be very lonely in a big city.

a. In brief, big cities are noisy, lonely places to live.
b. In conclusion, I prefer to live in a small town, where it is quieter and people are friendlier.
c. Also, big cities have a lot of crime.

(continued on next page)

[2]**anonymity:** condition of being unknown
[3]**comings and goings:** activities; times when you leave your house and return to it (informal)

B. Write a concluding sentence for the following paragraphs.

Paragraph 1

Goldfish have three characteristics that make them good pets. First of all, goldfish are very quiet. They don't bark, howl, meow, chirp, squawk, screech,[1] or race around the house at night while you and your neighbors are trying to sleep. Second, they are economical. You can buy a goldfish at your local pet store for about 50¢, and a small bowl for it costs less than $3.00. Water is practically free. Also, they eat only a pinch of dried fish food daily, so their food bill is quite low. Third, goldfish are very well behaved. They don't have teeth, so they can't chew your furniture or bite your guests. They don't ever go outside, so they can't dig holes in your garden. In addition, you don't have to spend hours teaching them commands, such as "Sit!" or "Lie down!" _____

_____

Paragraph 2

The island nation of Singapore, the smallest nation in Asia, is one of the best cities in the world to live in and to visit. First of all, Singapore is a very safe city. It has a very low crime rate. Citizens and tourists alike can walk the streets at night without fear. Also, Singapore is very clean. The nation has very strong antilittering laws, so there is almost no litter anywhere. Third, Singaporeans come from many different racial, ethnic, and religious backgrounds, but they live together in peace. Finally, Singapore's economy is one of the healthiest in Asia, so its people enjoy a very high standard of living. _____

_____

C. Choose five topics from Practice 3 on page 44 and write a concluding sentence for each. Try to use a different conclusion signal in each one.

1. Topic 1

To sum up, neatness, cheerfulness, helpfulness, and financial responsibility are qualities of good roommates.

[1] **bark, howl, meow, chirp, squawk, screech:** different animal sounds

2. Topic ___

3. Topic ___

4. Topic ___

5. Topic ___

6. Topic ___

Outlining

Making an outline is another part of prewriting. Once you get ideas to write about, you need to organize them. An outline helps you do this.

The writer of the two clustering models about flight attendants on pages 35 and 36 chose three characteristics to write about: friendliness, self-confidence, and physical strength. To complete the outline, he added a topic sentence and a concluding sentence.

MODEL

Simple Outline

Flight Attendants

TOPIC SENTENCE — Flight attendants have three important characteristics.

FIRST MAIN POINT — A. Friendliness
SECOND MAIN POINT — B. Self-confidence
THIRD MAIN POINT — C. Physical strength

CONCLUDING SENTENCE — In short, flight attendants are friendly, self-confident, and strong.

Writer's Tip

When you write an outline, try to make the main points (A, B, C, and so on) the same—all adjectives, all nouns, all verb phrases, or all sentences.

PRACTICE 7
Outlining

Now you try it. Make an outline from the Prewriting Activity: Clustering that you did at the beginning of the chapter (pages 34–36). Use the following form for your outline.

Step 1 Look at your final cluster of circles. Mark ideas that seem useful for this topic, and cross out ideas that don't seem useful. Try to find three main points. Label them A, B, C.

Step 2 Write a topic sentence and a concluding sentence.

Title: _____

TOPIC SENTENCE _____

FIRST MAIN POINT A. _____

SECOND MAIN POINT B. _____

THIRD MAIN POINT C. _____

CONCLUDING SENTENCE _____

Try It Out! Write a paragraph from the outline you wrote in Practice 7. Use the model paragraph on page 37 as a guide. (You have already completed Step 1 in the writing process, Prewriting.)

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Follow your outline.
- Add details that show when each characteristic or ability is used or why it is important. Write two or three sentences for each main point.
- Introduce each main point with a listing-order transition signal.

Step 3 Edit the first draft.

- Edit your paragraph with a partner as you have done in Chapter 1. Use Reader's Response 2A and Writer's Self-Check 2A on pages 194 and 195.

Step 4 Write the final copy.

- Write a neat final copy to hand in to your teacher. Your teacher may also ask you to hand in your prewriting, your outline, and your other drafts.

PART 2 | Sentence Structure

Compound Sentences

In Chapter 1, you learned about simple sentences. Another kind of sentence is a **compound sentence**.

> A **compound sentence** is two simple sentences connected by a comma and a coordinating conjunction.

This is the basic formula for a compound sentence:

Simple sentence	,	COORDINATING CONJUNCTION	simple sentence.

These are compound sentences:

Simple Sentence	Coordinating Conjunction	Simple Sentence
My family goes camping every summer,	and	we usually have fun.
Last year we went camping at Blue Lake,	but	we had a terrible time.
Next year we will go to the beach,	or	perhaps we will stay at home.
We want to buy a house soon,	so	we need to save money.

Command sentences can also be compound. Remember that the subject "you" is not expressed in commands.

(~~You~~) Come visit us again soon,	and	~~you~~ bring your family with you.
(~~You~~) Have a good time,	but	~~you~~ don't stay out too late.

Here are three important points to know about compound sentences:

1. A comma and a coordinating conjunction connect the two halves of a compound sentence.
2. There are seven coordinating conjunctions in English: *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. Remember them by the phrase "fan boys." In this book, you will practice four of them: *and*, *but*, *or*, and *so*.
3. Don't confuse a compound sentence with a simple sentence that has a compound verb. The first sentence in each of the following pairs of sentences is simple and doesn't need a comma. The second one is compound and requires a comma.

		"Formulas"
Simple sentence with compound verb	My family goes camping every summer and usually has fun.	S V V
Compound sentence	My family goes camping every summer, and we usually have fun.	S V, *and* S V
Simple sentence with compound verb	Last year we went camping but had a terrible time.	S V V
Compound sentence	Last year we went camping, but everyone had a terrible time.	S V, *but* S V
Simple sentence with compound verb	Next year we will go to the beach or perhaps stay at home.	S V V
Compound sentence	Next year we will go to the beach, or perhaps we will stay at home.	S V, *or* S V

PRACTICE 8

Simple versus Compound Sentences

A. Identify simple and compound sentences.

Step 1 Analyze each sentence in the following paragraphs. Underline the subjects with one line and the verbs with two lines.

Step 2 Circle coordinating conjunctions (*and, but, or, so*) that separate two simple sentences.

Step 3 Write *simple* or *compound* in the space to the left of each sentence, and write the formula for each: SV, *and* SV, SVV, *or* SSV, and so on.

Step 4 Add a comma to compound sentences.

simple SV 1. The summers were hot and humid in my childhood hometown.

compound SV, so SSV 2. Every evening it was too hot to sleep, so my sisters and I played outside until dark.

_____ _____ 3. Our parents sat in chairs on the grass and watched us play our children's games.

_____ _____ 4. We played games such as hide-and-seek and tag or we just sat on the grass and told stories.

_____ _____ 5. We also caught fireflies.[1]

_____ _____ 6. We put the fireflies into a glass jar and our father punched air holes in the metal lid.

[1]**fireflies:** insects with tails that shine in the dark

_____ _____ 7. My sisters were afraid of most bugs but they loved fireflies.

_____ _____ 8. We usually went to bed at nine o'clock but we stayed up until ten on really warm evenings.

_____ _____ 9. Around ten o'clock our mother and father told us to come inside.

_____ _____ 10. "Come inside now but leave the fireflies outside, please," our mother always said.



B. Identify simple and compound sentences in a paragraph.

Step 1 Analyze each sentence in the following paragraph. Underline the subjects with one line and the verbs with two lines.

Step 2 Write *simple* or *compound* in the numbered spaces.

Step 3 Then write the formula for each sentence.

Step 4 Add commas wherever they are needed. (You should add seven commas.)

Teenagers

[1]Teenagers find many ways to drive their parents crazy. [2]First, they dye their hair purple, or they shave their heads bald.[2] [3]They also tattoo their skin and wear rings in their noses. [4]In addition they spend hours at the shopping mall and on the phone. [5]They have time to watch TV but they don't have time

(continued on next page)

[2]**bald:** no hair at all

to do their homework. [6]Also they're always too busy to clean up[1] their rooms but they're never too busy to clean out[2] the refrigerator by eating everything in it. [7]Finally they are old enough to drive but too young to pay for gas. [8]They are usually broke[3] so they always return the family car with an empty gas tank. [9]It's hard to be a teenager but it's even harder to be the parent of one.

1.	simple	SV	6.		
2.	compound	SV, or SV	7.		
3.			8.		
4.			9.		
5.					

Coordinating Conjunctions: *and, but, or, so*

In compound sentences, *and, but, or*, and *so* have these meanings:

And connects two sentences with similar ideas. The sentences can be positive or negative.

My roommate is an art student, **and** her boyfriend plays in a rock band.

She doesn't like rock music, **and** he doesn't like art.

Writer's Tip

Remember to use *or*, not *and*, in a negative simple sentence. To refresh your memory, turn back to Chapter 1, page 23.

He doesn't like art **or** classical music.

But connects two sentences with contrasting or opposite ideas.

She likes classical music, **but** she doesn't like rock.

She likes country music, **but** he hates it.

Or connects two sentences that express alternatives or choices.

Every Friday night, they go to a classical concert, **or** they visit an art gallery.

Every Saturday night, he practices with his band, **or** they go to hear a rock concert.

---

[1]**clean up:** make clean and neat by removing things that make it look messy

[2]**clean out:** make clean and neat by removing things; the slang expression *clean out* can mean *remove everything* as in *The robbers cleaned out the cash drawer.*

[3]**broke:** having no money

So connects a reason and a result.

Reason	Result
They both like jazz,	**so** they go to jazz concerts together.
He works a lot,	**so** they don't go out very often.

PRACTICE 9

And, but, or, *and so* in Simple and Compound Sentences

Fill in the blanks with one of these four coordinating conjunctions: *and, but, or, so*. You may want to review the use of *and, but, or*, and *so* in simple sentences on page 53 before you do this exercise.

1. The waitress said, "Today we have two specials: fried chicken __and__ meatloaf."[4]
2. I ordered meatloaf, _____ my friend ordered fried chicken.
3. After an hour, the waitress came back to our table and said, "I made a mistake. We don't have chicken _____ meatloaf."
4. I wanted to leave the restaurant immediately, _____ my friend wanted to stay.
5. He ordered a hamburger _____ french fries, _____ I didn't order anything.
6. My new neighbors are vegetarians, _____ they don't eat meat.
7. They don't eat meat _____ chicken, _____ sometimes they eat a little fish.
8. I wanted to be friendly, _____ I invited them to my house for dinner.
9. They came _____ brought their young son.
10. He is just a baby, _____ he can't talk yet.
11. They don't drink coffee _____ tea, _____ I served lemonade with our meal.
12. For dessert, I offered them a choice of chocolate cake _____ apple pie.
13. The husband wanted both cake and pie, _____ the wife didn't want either.

PRACTICE 10

Writing Compound Sentences

A. Write compound sentences.

Step 1 Connect the two simple sentences in each pair to make a compound sentence. Connect them with *and, but, or*, or *so*—whichever best fits the meaning. There may be more than one possible choice.

Step 2 Add a comma to each sentence.

1. Canada has two official languages. Everything is printed in both English and French.

   Canada has two official languages, so everything is printed in both English and French.

(continued on next page)

[4]**meatloaf:** dish made from ground meat, breadcrumbs, egg, and spices and baked in a pan like a loaf of bread

2. There are several hundred languages in the world. Not all of them have a written form.

3. Chinese is spoken by more people. English is spoken in more countries.

4. Russian is the third most spoken language in the world. Spanish is the fourth.

5. There are about one million words in English. Most people use only about ten thousand of them.

6. Chinese has many different dialects.[1] Chinese people cannot always understand each other.

7. French used to be the language of international diplomacy. Now it is English.

8. International companies are growing. They will soon need more bilingual workers.

9. Young people should know a second language. They will be at a disadvantage in the international job market.

[1] **dialects:** variations of the standard language

B. Make compound sentences by adding a second simple sentence to each item.

1. My brother and I look like twins, but our personalities are very different.
2. We are both medium tall, and _____
   _____.
3. He is an extrovert,[2] but _____
   _____.
4. I am younger, so _____
   _____.
5. Our mother used to tell us, "Stop fighting, or _____
   _____.
6. We fought a lot as children, but now _____
   _____.
7. We married two sisters, so _____
   _____.

Two Sentence Errors: Run-ons and Comma Splices

Two sentence errors that writers sometimes make are **run-ons** and **comma splices**. These mistakes happen most often when the two sentences are related in meaning.

- A run-on is two simple sentences incorrectly joined with no coordinating conjunction and no comma.

  WRONG: My roommate wants to win the Tour de France someday he spends hours riding his bicycle.

  WRONG: Write your signature on the line print your name below it.

- A comma splice is two simple sentences incorrectly joined with a comma alone.

  WRONG: My roommate wants to win the Tour de France someday, he spends hours riding his bicycle.

  WRONG: Write your signature on the line, print your name below it.

There are two ways to fix these errors.

1. Separate the sentences with a period.

   RIGHT: My roommate wants to win the Tour de France someday. He spends hours riding his bicycle.

   RIGHT: Write your signature on the line. Print your name below it.

[2] **extrovert:** someone who is active and confident and who enjoys being with other people

OR

2. Add (or keep) the comma and add a coordinating conjunction.

RIGHT: My roommate wants to win the Tour de France someday, **so** he spends hours riding his bicycle.

RIGHT: Write your signature on the line, **and** print your name below it.

PRACTICE II

Fixing Run-ons and Comma Splices

Find and correct the sentence errors.



Step 1 Put an X in the space next to the sentences that are comma splices or run-ons.

Step 2 Correct the sentences that you marked. Use either method 1 or 2 (from pages 59–60) to correct them.

X 1. Some people like cats, others prefer dogs.

Some people like cats. Others prefer dogs.

OR Some people like cats, and others prefer dogs.

OR Some people like cats, but others prefer dogs.

—— 2. Kittens are cute, they like to play.

—— 3. Dogs are good companions, and they can also protect you.

—— 4. It's acceptable for dogs to bark at strangers they shouldn't bite them, however.

_____

_____

—— 5. Lions are also good protectors, but they eat too much.

_____

_____

—— 6. Penguins[1] always wear tuxedos,[2] they are good pets for people who like to go to fancy parties.

_____

_____

—— 7. A pet elephant can fan you with his ears and spray you with his trunk,[3] you won't need air-conditioning or a shower.

_____

_____

—— 8. Goats eat lots of grass, so you will never have to cut your lawn.[4]

_____

_____

—— 9. A giraffe can reach things on high shelves, it can see over the heads of people at parades.

_____

_____

—— 10. Keep a boa constrictor[5] as a pet if you enjoy being alone then no one will ever visit you.

_____

_____

[1]**penguins:** birds that live in Antarctica. They stand upright and have black and white feathers.
[2]**tuxedos:** men's fancy black suits, worn on very formal occasions such as weddings
[3]**trunk:** elephant's long nose
[4]**lawn:** grass in a garden
[5]**boa constrictor:** very large snake

Try It Out!

Step 1 Combine the sentences in each group to make one sentence. Some of your sentences will be simple, and some will be compound. There may be more than one possible correct way to combine each group.

Step 2 Write the sentences as a paragraph. Add listing-order transition signals to each main point and a conclusion signal to the concluding sentence. (*Hint*: There are three main points.)

The "Weaker" Sex

1. It is often said that women are the weaker sex, but women are actually superior to men in several ways. (Don't change this sentence.)
2. a. Women live longer than men.
   b. Women stay healthier than men.
   c. They do this in all countries of the world.
3. a. This difference starts at birth.
   b. This difference continues until old age.
4. a. On the average, women live seven years longer than men.
   b. They do this in the United States.
5. a. There are 105 boys to every 100 girls at birth.
   b. There are twice as many women as men at age 80. (Use *but*.)
6. a. Women are better than men at things.
   b. These things involve the five senses. (Change *these things* to *that*.)
7. a. Women have a sharper sense of taste.
   b. Women have a sharper sense of smell.
8. a. Men are physically stronger than women.
   b. Women are mentally stronger.
9. a. For example, more men than women had emotional problems.
   b. This happened during bombing attacks on London.
   c. This happened in World War II.
10. Do you still believe that women are "the weaker sex"? (Don't change this sentence.)

Paragraph

The "Weaker" Sex

It is often said that women are the weaker sex, but women are actually superior to men in several ways. Women live longer and stay healthier than men in all countries of the world.

PART 3 | Writing

Review Questions

Check your understanding of the important points in this chapter by answering the following questions.

Organization

1. What is clustering? How do you do it?
2. What is listing order?
3. What are the three parts of a paragraph?
4. What are the two parts of a topic sentence?
5. What does the controlling idea do?
6. What are transition signals? What are some listing-order transition signals?
7. What is unity in a paragraph?
8. What are two ways to write a concluding sentence?
9. What is an outline? How does an outline help writers?

Sentence Structure

10. What is the formula for a compound sentence?
11. Where do you put a comma in a compound sentence?
12. What are two common sentence errors?
13. What are two ways to correct them?

Writing Assignment

Choose one of the topics from Practice 2A on page 41 or from Practice 2D on page 43 and write a paragraph. Use listing order to organize your ideas. Follow the steps in the writing process.

Step 1 Prewrite to get ideas.

- Make a list to get main ideas and details about your topic.
- Edit your list. Choose two to four main points.
- Make an outline. Make a form for yourself like the one on page 52. Your outline should include all three parts of a paragraph: topic sentence, supporting sentences (main points), and concluding sentence.

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Use a listing-order signal to introduce each new main point. Also, use a conclusion signal with the concluding sentence.
- Write two or three additional sentences to explain each main point.
- Include at least three compound sentences somewhere in your paragraph.

Step 3 Edit the first draft.

- Edit your paragraph with a partner as you have done in Chapter 1. Use the Reader's Response 2B and Writer's Self-Check 2B on pages 196 and 197.

Step 4 Write the final copy.

- Write a neat final copy of your paragraph to hand in to the teacher. Your teacher may also ask you to hand in your prewriting, your outline, and your other drafts.

CHAPTER 3

Giving Instructions



Chapter Preview
Prewriting Activity: Listing

Part 1: Organization
"How To" Paragraphs
Listing and Outlining

Part 2: Sentence Structure
Independent and Dependent Clauses
Complex Sentences
Sentence Errors: Fragments
Summary: Three Types of Sentences

Part 3: Capitalization and Punctuation
Capitalization: Four More Rules
Commas: Four Rules

Part 4: Writing

Chapter Preview

In this chapter, you will write paragraphs that explain how to do something or how to make something. You will also study and practice:

- time order and time-order signals
- complex sentences with time clauses
- fragments (a sentence error)
- four new capitalization rules
- one new comma rule

Prewriting Activity: Listing

Work with a group of at least three students or with the entire class.

1. Look at the picture of the messy house after a party on page 65.

2. Make a list of all the things you should do to clean it up. Write down every idea. Don't worry about putting the ideas in order. You will do that later.

3. After your group has finished listing, your teacher may ask you to share your list with other groups. Keep your list. You will use it later to write a paragraph.

Listing: How to Clean Up After a Party

PART 1 | Organization

"How To" Paragraphs

In this chapter, you will learn to write a paragraph that gives instructions. This kind of paragraph is sometimes called a "how to" paragraph because it explains how to do something or how to make something—how to change a flat tire or how to perform a science experiment, for example.

There are four keys to writing clear "how to" paragraphs.

1. Begin with a topic sentence that names the topic and says the paragraph will give instructions about it.
2. Divide the instructions into a series of steps. For some topics, you will put the steps in order by time and use time-order transition signals to show the order.

   First, do this. **Next,** do that.

   For other topics, you can use listing order.
3. Explain each step one by one.
4. Use transition signals to introduce each new step.

Keep these four keys in your mind as you read the model paragraph.

MODEL

"How To" Paragraph

How to Have a Successful Garage Sale

[1]Prepare ahead in order to have a successful garage sale. [2]First, collect used items in good condition. [3]These items can be clothes, toys, books, dishes, lamps, furniture, TVs, pictures, and sporting goods. [4]Clean everything well and store it in your garage until the day of the sale. [5]Next, decide on a day and time for your sale. [6]Third, decide on the prices, and mark a price on each item. [7]If you are not sure how much to charge, check the prices at other garage sales in your community.

(continued on next page)



[8]Fourth, make signs advertising the date, time, and address of your sale, and put them up around your neighborhood. [9]Then get some change from the bank. [10]Get at least twenty dollars in one-dollar bills, a roll of quarters, and a roll of dimes. [11]Finally, get up early on the morning of the sale, and arrange the items on tables in your driveway and in your garage. [12]After that, sit back and wait for your customers to arrive. [13]Be prepared to bargain! [14]If you follow all of these steps, your garage sale will be a great success.

Questions on the Model

1. What is the topic of the model paragraph?
2. Which sentence tells you the topic? What is this sentence called?
3. How many main steps does the paragraph explain?
4. Circle the transition signals that introduce each main step.
5. Does this paragraph use time order or listing order to organize the steps?

Writer's Tip

Notice that many of the verbs in the model are commands: *collect, clean, store, decide, mark*, and so on. Use the command verb form to give instructions.

Topic and Concluding Sentences for "How To" Paragraphs

The topic part of a topic sentence for a "how to" paragraph names the topic. The controlling idea part tells your readers that they will learn how to do or make something. In the model paragraph, the topic sentence names the topic: *a garage sale*. It also tells what your paragraph will tell your reader about garage sales: *how to prepare in order to have a successful one*.

Here are other examples of topic sentences for "how to" paragraphs. Notice that they use expressions such as *by taking these steps, if you follow my advice,* and *follow these instructions*. These expressions tell your reader that this is a "how to" paragraph.

> Anyone can change a flat tire by taking these steps.
>
> It's easy to soothe a crying baby if you follow my advice.
>
> Follow these instructions to make delicious pizza.

The concluding sentence of a "how to" paragraph mentions the topic again to remind the reader what the paragraph was about.

> In no time at all, your flat tire will be repaired, and you will be on your way again.
>
> If you follow these four steps, your baby will fall asleep within five minutes.
>
> You now have a delicious pizza to enjoy.

PRACTICE 1

Topic Sentences for "How To" Paragraphs

Work with a partner or a small group.

A. Complete topic sentences for "how to" paragraphs by filling in the blanks.

1. It's easy to write a paragraph if you follow the four steps in the writing process.
2. It is simple to _____ if you _____.
3. Anyone can learn to _____ if he or she _____ _____.
4. Follow these instructions to _____.
5. Make/Draw/Write/Cook a perfect _____ by following these steps.

B. Now write three original topic sentences for "how to" paragraphs. Use some of the topic suggestions that are listed, or think of other topics that you might want to use later when you write your own "how to" paragraph.

1. _____

_____

2. _____

_____

3. _____

_____

Topic Suggestions

Get an A in English
Get an F in English
Meet people in a new place
Learn a new language
Get the job of your dreams
Check the oil in a car
Change a flat tire
Study for a test
Avoid studying for a test
Get on a horse
Raise a happy child
Raise a spoiled child
Catch a fish
Train a falcon/hunting dog/parrot
Make pizza/baklava/borscht/nachos (or any special food)
Make a piñata
Decorate an egg
Use chopsticks
Play a children's game

Time-Order Signals

In a "how to" paragraph, you can use either **listing-order signals** or **time-order signals**. You learned about listing-order signals in Chapter 2. Notice that many listing-order and time-order signals are the same.

- If the steps in your instructions must be in a specific order (such as in the model paragraph about how to have a successful garage sale), use time-order signals.
- If the order doesn't matter, use listing-order signals.

Listing-Order Signals	Time-Order Signals
1. First, First of all, Second, Third, In addition, Also, Finally,	1. First, First of all, Second, Third, Next, After that, Then Finally, 2. before a test in the morning during a flight

1. These transition signals usually appear at the beginning of a sentence, followed by a comma. *Then* is an exception. Do not put a comma after *then*.

   First, make the pizza dough.

   Then add 2 cups of flour.

2. You can use any time expression as a time-order signal. You can put time expressions such as these almost anywhere in a sentence.

   Before a big test, get a good night's sleep.

   In the morning, be sure to eat breakfast.

   Drink a lot of water **during a flight.**

Writer's Tip

Do not put a transition signal at the beginning of every sentence in a "how to" paragraph. A paragraph with too many transition signals is just as confusing to the reader as a paragraph with none! Use a transition signal with important steps, not with every step.

PRACTICE 2
Listing Order or Time Order?

In a small group or with the whole class, think about each of the following topics for "how to" paragraphs. Which topics require time order, and which topics can use listing order? Write *TO* (Time Order) or *LO* (Listing Order) in the space next to each topic.

TO 1. How to study for a test
LO 2. How to get fit
___ 3. How to change the oil in a car
___ 4. How to meet people in a new place
___ 5. How to impress your boss

(continued on next page)

____ 6. How to learn a new language
____ 7. How to shop economically
____ 8. How to write a paragraph
____ 9. How to get a driver's license
____ 10. How to prepare for an earthquake

PRACTICE 3

Transition Signals

Each of the following groups of sentences includes a topic sentence and several steps.

Step 1 Decide which sentence is the topic sentence. Give it the number "1."

Step 2 Decide which three of the four groups should be in time order. Number the steps in these three paragraphs in the correct time order. (The remaining group of sentences will be listing order.)

Step 3 Choose two groups of sentences and write each group as a paragraph. Write the paragraphs on a separate piece of paper.

- Copy the title and topic sentence. The topic sentence is the first sentence of the paragraph, so remember to indent it.
- Copy the remaining sentences in order.
- Add a transition signal to some (not all) steps.

1. **How to Prevent Jet Lag**[1]

__1__ Frequent flyers recommend these steps to prevent jet lag.
____ Don't drink alcohol or coffee during the flight.
____ Go to bed early your first night in the new time zone.
__2__ Eat a high-carbohydrate[2] meal before your flight.
____ Don't nap[3] during the day when you arrive.

Paragraph

How to Prevent Jet Lag

Frequent flyers recommend these steps to prevent jet lag. First of all, eat a high-carbohydrate meal before your flight. Second, . . .

[1]**jet lag:** tiredness caused by travel through several time zones
[2]**carbohydrate:** foods such as rice, potatoes, and breads
[3]**nap:** sleep for a short time

2. **How to Drive Your Teacher Crazy**

____ It's easy to drive your teacher crazy if you follow these simple directions.

____ Yawn and look at your watch as often as possible during the class.

____ Make a lot of noise when you enter the classroom.

____ At least five minutes before the end of class, slam your books shut and stare at the door.

____ Always come to class at least five minutes late.

3. **How to Plan a Family Vacation**

____ Consider the interests and abilities of everyone in the family.

____ Decide how long you can be away from home.

____ Decide how much money you can spend.

____ Planning a family vacation takes careful thought.

____ Find out when everyone can take time off from school and jobs.

____ When you have the answers to all of these questions, visit a travel agency.

4. **How to Wax a Car**



Note: In this group, some sentences belong together as part of the same step. When you write this paragraph, do not use transition signals with every sentence. Use them only in front of a new step, which are marked with an asterisk (*).

____ Keep your car looking great by following these easy steps to wax it.

____ After you have put wax on the entire car, start to remove it, section by section.

____ *Wash and dry the car thoroughly.

____ Use a soft towel to remove the wax in the same order that you applied it.

____ Work on one section at a time, and rub the wax into the car in small circles.

____ *Park your car in a cool, shady spot.

____ *Polish the car with a soft cloth to remove any remaining wax and to bring out the shine.

____ *Dip a damp sponge into a can of wax.

Listing and Outlining

In Chapter 1, you got ideas by freewriting. In Chapter 2, you got ideas by clustering. The **listing** activity that you did at the beginning of this chapter is another way to get ideas. In listing, you make a list of every word or phrase that comes into your mind when you think about a topic. As with freewriting and clustering, you don't stop to wonder if an idea is good or if your spelling or grammar is correct. You just keep writing down words in a list until you run out of ideas.

Here is the list made by the writer of the model paragraph on how to have a successful garage sale.

MODEL
Listing

How to Have a Successful Garage Sale

collect used things in good condition
—clothes
—toys
—books
—old dishes
store them in the garage
clean everything
clean the garage
arrange items on tables
borrow tables
make signs
put them around the neighborhood
people don't buy broken or dirty things
get change from the bank
ask your friends to help
decide on the prices
put a price on each item
buy price tags
make sure everything is clean
wash and iron the clothes
advertise
try to have it on a sunny day
decide on a day and time
be prepared to bargain

After you have made a list, the next step is to edit the list. Decide what you want to include in your final paragraph and what you want to omit.

Notice how the writer edited his list.

1. He crossed out unimportant and repeated items.
2. He numbered the main steps in order by time.

MODEL

Edited List

How to Have a Successful Garage Sale

1. collect used things in good condition
   —clothes
   —toys
   —books
   —old dishes
3. store them in the garage
2. clean everything
~~clean the garage~~
10. arrange items on tables
~~borrow tables~~
7. make signs
8. put them around the neighborhood

~~people don't buy broken or dirty things~~
9. get change from the bank
~~ask your friends to help~~
5. decide on the prices
6. put a price on each item
~~buy price tags~~
~~make sure everything is clean~~
~~wash and iron the clothes~~
~~advertise~~
~~try to have it on a sunny day~~
4. decide on a day and time
11. be prepared to bargain

The next step is to make an outline. To make a simple outline, change the numbers to capital letters (A, B, C, D, and so on), write a topic sentence at the beginning, and add a concluding sentence at the end.

Here is the student's completed outline.

MODEL

Simple Outline

How to Have a Successful Garage Sale

TITLE

TOPIC SENTENCE — It's easy to have a successful garage sale if you prepare for it ahead of time.

A. Collect used things in good condition
B. Clean the items and store them in the garage
C. Decide on a day and time for your sale
D. Decide on the prices and mark a price on each item
E. Make signs to advertise
F. Put signs around the neighborhood
G. Get change from a bank
H. Arrange items on tables in your driveway or yard
I. Be prepared to bargain

CONCLUDING SENTENCE — If you follow all of these steps, your garage sale will be a great success.

PRACTICE 4
Simple Outlining

Write an outline from the list you made at the beginning of this chapter on how to clean up after a party.

Step 1 Edit the list by crossing out repeated ideas or ideas that don't fit.

Step 2 Decide whether to use time order or listing order.

Step 3 Put the steps in order.

Step 4 Add a title, a topic sentence, and a concluding sentence.

Try It Out! Write a paragraph about how to clean up a house after a party. You have already completed Step 1 (Prewriting). Now continue with the writing process.

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Follow your outline.
- Use transition signals to introduce some steps.
- If you wish, add other sentences to explain each step in more detail.

Step 3 Edit the first draft.

- Edit your paragraph with a partner as you have done in previous chapters. Use the Reader's Response 3A and Writer's Self-Check 3A on pages 198 and 199.

Step 4 Write the final copy.

- Write a neat final copy of your paragraph to hand in to your teacher. Your teacher may also ask you to hand in your prewriting, your outline, and your other drafts.

PART 2 | Sentence Structure

In Chapters 1 and 2, you learned about simple and compound sentences. A third kind of sentence is a **complex sentence**. Before we study these, let's learn about clauses.

Independent and Dependent Clauses

A **clause** is a group of words that contains a subject and a verb. There are two kinds of clauses in English: **independent clauses** and **dependent clauses**.

Independent Clause	Dependent Clause
S V	S V
It rained.	. . . because it rained . . .

1. An **independent clause** has one SV pair and expresses a complete thought. *Independent clause* is just another name for a simple sentence.

   S V
   Paris has excellent art museums.

   S V
   We finished our homework.

2. A **dependent clause** is an independent clause with a subordinating word, such as *because, after,* and *when,* added to the beginning of it.

   SUBORDINATING WORD S V
   . . . **because** Paris has excellent art museums . . .

   SUBORDINATING WORD S V
   . . . **after** we finished our homework . . .

A dependent clause does not express a complete thought, so it is not a sentence by itself. It is only half of a sentence. It MUST be joined to an independent clause. Together, the two clauses express a complete thought.

INDEPENDENT CLAUSE — DEPENDENT CLAUSE
Art students should visit Paris because it has excellent art museums.

DEPENDENT CLAUSE — INDEPENDENT CLAUSE
After we finished our homework, we watched TV for a while.

Adverb Subordinators

There are many subordinating words that can make a dependent clause. In this chapter, we will study **adverb subordinators**. We call them adverb subordinators because they introduce dependent clauses that act like adverbs. That is, they answer the questions *when?*, *why?*, *where?*, and so on.

Certain adverb subordinators introduce time clauses. Here are some common **time subordinators.**

Time Subordinators	
after	I will go straight to bed **after** I finish writing this paragraph.
as soon as	She felt better **as soon as** she took the medicine.
before	Wait for a green light **before** you cross a street.
since	It has been a year **since** I left home.
until	We can't leave the room **until** everyone finishes the test.
when	Where were you **when** I called?
whenever	**Whenever** I don't sleep well, I feel sick the next day.
while	My neighbors were having a party **while** I was trying to sleep.

Caution!

A few time subordinators are also prepositions. Prepositions are followed by nouns. Subordinators are followed by subject-verb combinations

after my accident (*preposition*)

after I had an accident (*subordinator*)

before class (*preposition*)

before class begins (*subordinator*)

until ten o'clock (*preposition*)

until the bell rings (*subordinator*)

Writer's Tip

In addition to time-order transition signals, such as *first, next, after that*, and so on, you can use time clauses to show time order.

Before you start writing, look over the test.

After you have answered the easy questions, go back and work on the hard ones.

PRACTICE 5

Independent and Dependent Clauses

Identify independent and dependent clauses.

Step 1 Write *IC* (independent clause) or *DC* (dependent clause) in the space to the left of each group of words.

Step 2 If it is an IC, add a period. If it is a DC, circle the time subordinator.

IC 1. I take a walk around the block.

DC 2. (Before) I go to work

____ 3. The exercise wakes up my body and clears my mind

____ 4. It's hard to do this in the winter

____ 5. When I go to work

____ 6. It is still dark

____ 7. After I get home from work

____ 8. It is dark again

____ 9. I can always take a walk on weekends, even in the winter

____ 10. When it is raining, of course

____ 11. I never go out

____ 12. On rainy days, as soon as the alarm clock rings

____ 13. I turn over and go back to sleep

Complex Sentences

Now that you know about dependent and independent clauses, let's learn about complex sentences.

A **complex sentence** has one independent clause and one (or more) dependent clauses.

- When the dependent clause begins with an adverb subordinator, the clauses can usually be in any order.

  We ran for shelter as soon as it started to rain.

  As soon as it started to rain, we ran for shelter.

- If the independent clause is first, don't use a comma.
- If the dependent clause is first, put a comma after it.

PRACTICE 6

Complex Sentences with Time Subordinators

A. Analyze these complex sentences.

Step 1 Underline the independent clauses with a solid line and the dependent clauses with a broken line.

Step 2 Draw a circle around the time subordinator.

Step 3 Add a comma if one is needed.

1. (After) we won the lottery last year, my wife and I decided to take a trip.
2. We were very excited when we won.
3. After we got our first payment we started planning a trip to Italy.
4. Before we left on our trip we wrote to our cousins in Rome and told them our plans.
5. As soon as they received our letter they called and invited us to stay with them.
6. They were waiting at the airport when we arrived.
7. They waited outside while the Italian officials checked our passports and luggage.
8. Finally, after we got our suitcases they drove us to their home.
9. As soon as we arrived at their apartment they wanted to feed us.
10. We ate one delicious home-cooked dish after another until we were stuffed.[1]
11. We fell asleep as soon as our heads hit the pillows.
12. Almost twenty-four hours had passed since we left home.

B. Write complex sentences.

Step 1 Match a clause from column B with a clause from column A to make a complex sentence.

Step 2 Write the story on the lines provided. The clauses in column A are in the correct order. Be sure to punctuate the sentences correctly.

A	B
1. The trip began badly	a. before we could put on our rain jackets
2. It was almost noon	b. when we had a flat tire on the way to the lake
3. As soon as I threw out my fishing line	c. until I go fishing with my brothers again

[1] **stuffed:** very full

4. I spent most of the afternoon untangling[2] my line	d. I immediately took a hot shower
5. After we had been fishing for a couple of hours	e. while my brothers were catching fish after fish
6. We were totally wet	f. it got caught in some underwater weeds
7. When we got back home	g. before we started fishing
8. It will be a long, long time	h. it started to rain

A Miserable Fishing Trip

The trip began badly when we had a flat tire on the way to the lake.

C. Turn back to Practice 5 on page 79. Write complex sentences by combining independent clauses with dependent time clauses as follows.

1. Combine 1 and 2: _____
2. Combine 5 and 6: _____
3. Combine 7 and 8: _____
4. Combine 10 and 11: _____
5. Combine 12 and 13: _____

[2]**untangling:** removing knots, making straight

Sentence Errors: Fragments

In Chapter 2, you learned about the sentence errors called run-ons and comma splices. Another kind of sentence error is called a **fragment**. The word *fragment* means a part of something. A sentence fragment is only part of a sentence or half of a sentence. It is not a complete sentence. These are fragments:

FRAGMENT: Before the test began.

FRAGMENT: As soon as you get home.

Why are they fragments? They are fragments because they are dependent clauses. A dependent clause cannot be a sentence by itself.

To fix this kind of fragment, add an independent clause to it.

COMPLETE SENTENCE: The teacher passed out pencils and paper before the test began.

COMPLETE SENTENCE: Call me as soon as you get home.

PRACTICE 7

Fragments

Identify and correct fragments.

Step 1 Read each sentence. Decide if it is a fragment or a sentence. Write *F* for fragment and *S* for sentence.

Step 2 Then correct each fragment by adding an independent clause. Write your new sentences on the lines provided.

__F__ 1. Before I learned to speak English well.

____ 2. Every night, after I finish my homework.

____ 3. As soon as we heard the crash.

____ 4. The bicycle racers stopped to rest before they started up the mountain.

____ 5. Wait until you hear the bell.

____ 6. Whenever my children have a school holiday.

____ 7. I work at night while my husband stays home with the children.

1. Before I learned to speak English well, I was afraid to use the telephone.